1829

The growth of the doctrine of interest.

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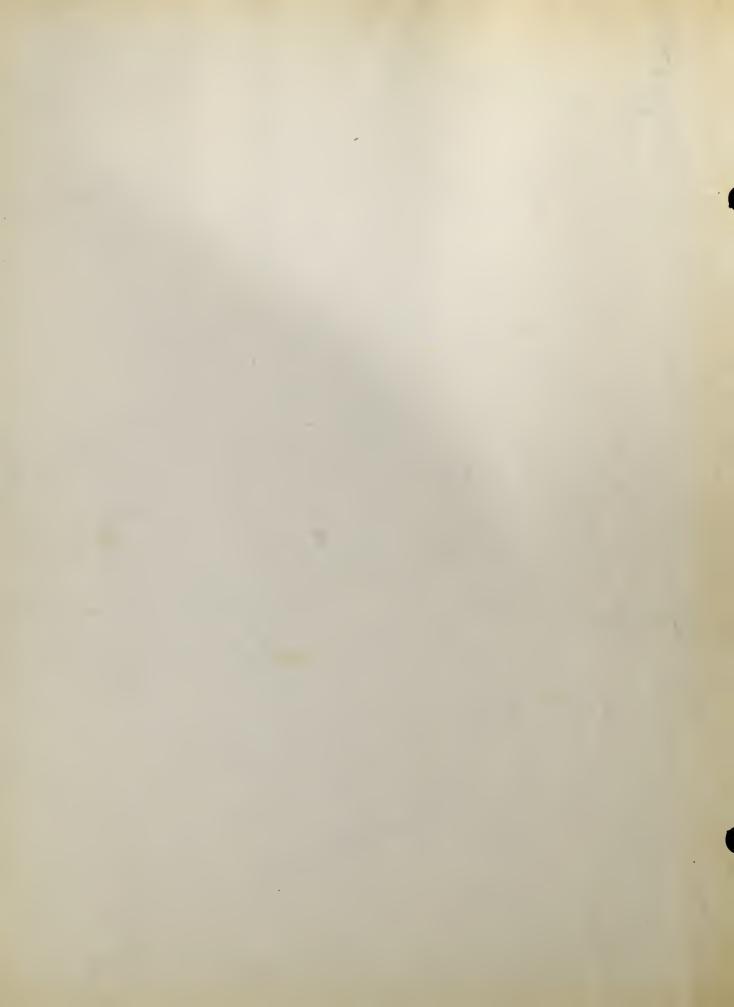
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An distorical Study of Education as Child vs. Subject Latter Jentordd.

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Stella . Hastman.

SCHOOL OF ERHICATION



Introduction.

This thesis is written for the ourpose of tracing the history of the growth of the conception that the child and his immediate life and interests are the chief concerns of education, - in short the history of the growth of the Dostrine of Interest.

It will start with Jean Jacques Rousseau, evaluating his chief contributions to this conception, and proceed in like manner with the great educators, Johann Heinrich Pestalozzi, Friedrich Proceed, Johann Friedrich Herbart, Horace Mann, Charles De Jarno, Francis Wayland Parker, and John Dewey, and a selected group of modern educators, Jemes F. Hosic, Sarah E. Chase, Ellsworth Collings, William Head Kilpatrick, Franklin Botbitt, and Charles McMurry.

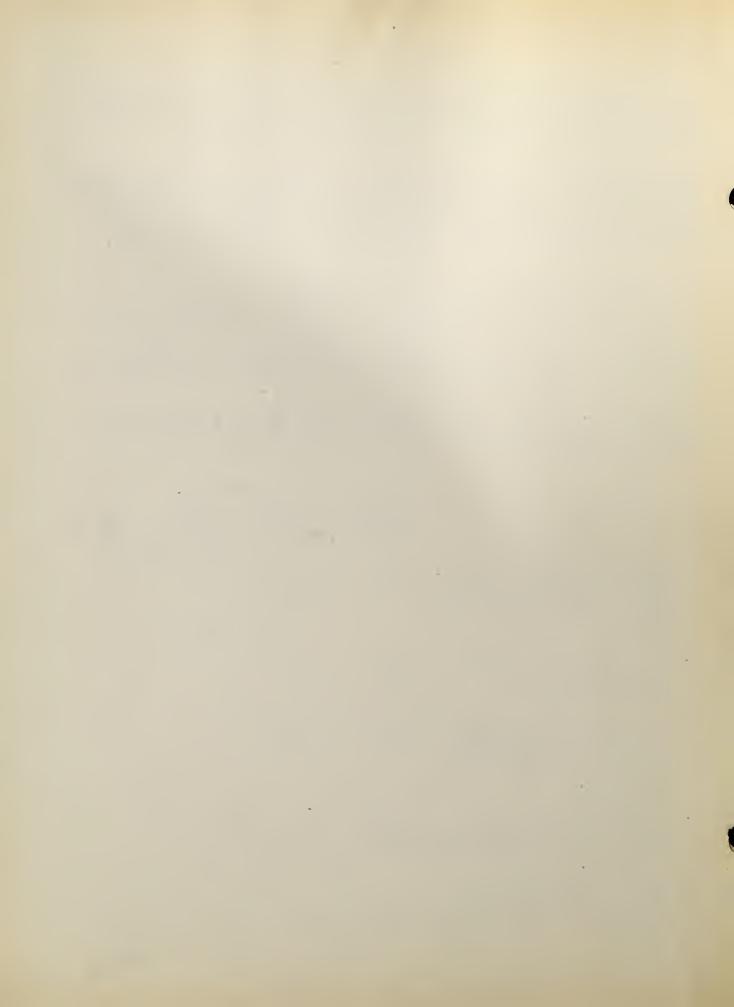
In order to more accurately evaluate the contributions of each of the various educators, a scale will be submitted. The first column gives the proportion of the total value assigned to theory and to practice; the second the total value of the point, the sum of the value of theory and of practice; the third the proportion of the value, assigned which is awarded to the educator, and the sum of the two; the fourth the product of columns two and three, or the exact rating given the educator.

writer of this thesis, after careful study; obviously such a rating, being a matter of individual judgment, eoes not lay any clait to infallibility.

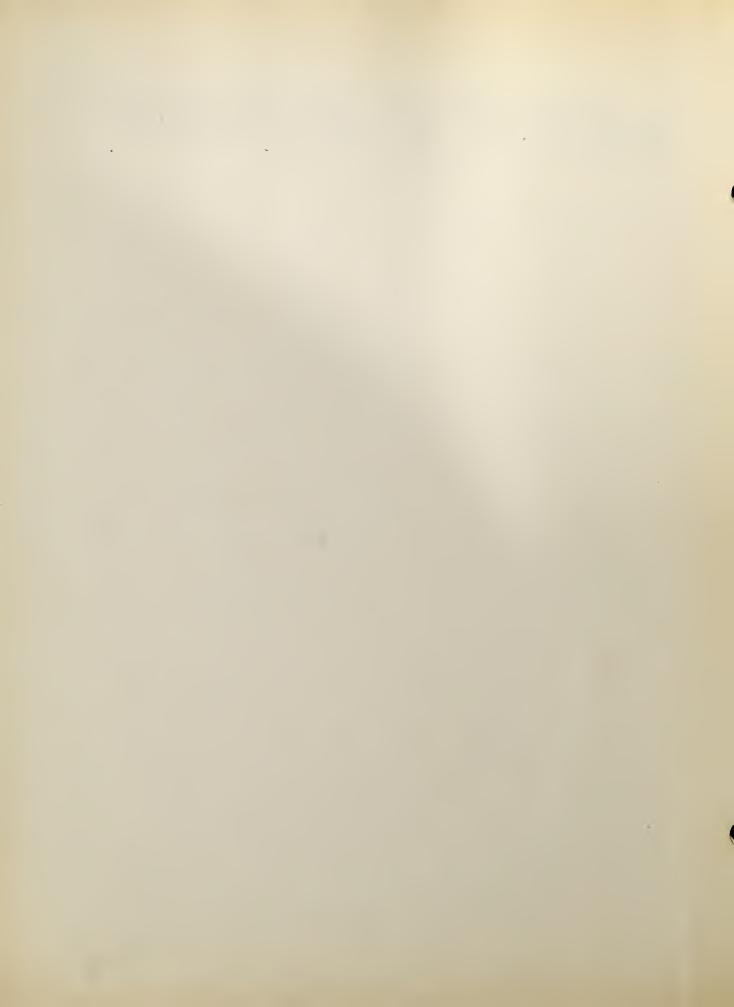
Scale of the Doctrine of Interest.

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Practice. Point. Falling at of II X
This Point III.

- 1. Subject matter as center, (5 logical, complete develop- (5 ment. Unild not in picture at all. Fixed course of study.
- 2. Subject matter the aim, (12 but modified to suit (13 25 child's interest.
- 7. Aim as in #2, but further (25 modified by adaptation to (25 50 local appeals and other attractive approaches for the child.
- 4. Child as center but (50 definite aims for society- (50 l00 health, worthy home member-ship, etc.
- 5. Child as center no re- (25 straints, teacher follows (25 50



In order to summarize the contributions of each educator to the Doctrine of Interest as concretely as possible, an imaginary child, Jimmie, will be used, and the outstanding characteristics of his education described.



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THE GROWTH OF THE DOCTRINE OF INTEREST.

Chapter I.

Historical background.

No great institution which profoundly affects the welfare of civilization and of vast numbers of human beings has ever grown up in a night. The modern conception of education which places the child and his present as well as future life interests at the very center of its program has its roots far back in history. Great souled men who have been seers and prophets have caught the glorious vision of an emancipated childhood free to develop its present life to its fullest possibilities and to lay the foundation for the most fruitful adult life. This vision, however, has often been incomplete; frequently it has never been translated into actual practice, and even when it has, the practice has not equalled or accorded with the vision.

back of this conception of a child-centered program of education, however, lies the age old idea of education as the absorption of subject metter logically arranged. This roots back as far as the old Greek culture when education was only for leisure, and the privileged aristocratic few.

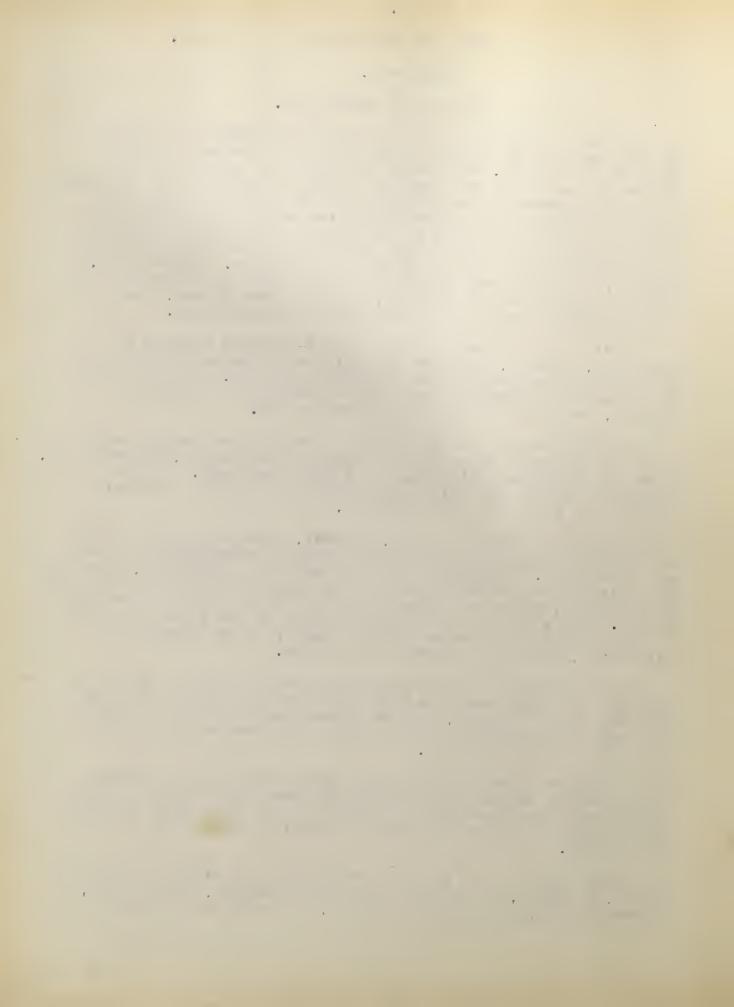
At the time of the Reformation a very strong impetus was given to universal elementary education, but the old, authoritative, hide-bound, subject matter ideal remained unchanged. In the elementary school the curriculum consisted largely of learning to read the bible and the catechism.

The work of Francis Bacon, however, with its emphasis upon scientific inquiry by the inductive method, furnished an entirely new view point. Although subject metter still dominated, a method of procedure was established which necessitated individual inquiry and research, and also called for observation and the use of the senses. While Bacon was thinking largely on the adult level, yet a foundation was laid which great educators like Rousseau and Pestalozzi, as well as Froebel built upon.

With the dawn of the eighteenth century this new spirit of research was fully under way and resulted in a swing away from complete church control, and the strengthening of the conception of education as preparation for life in a human society rather than life beyond the grave.

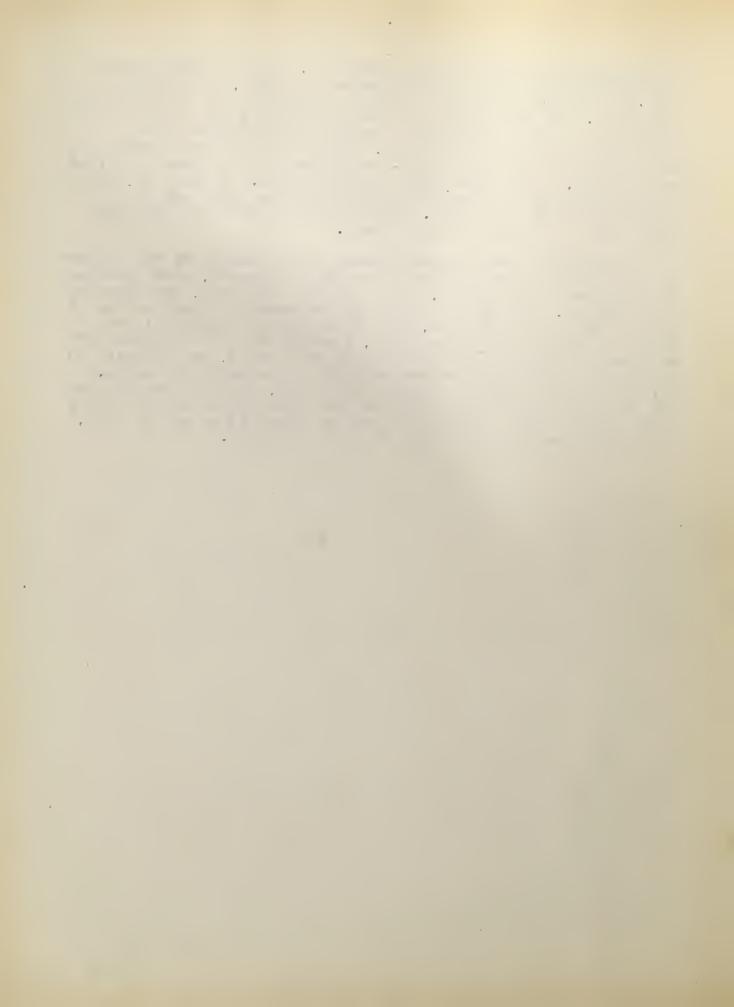
In order to make clearer this older and still persistent conception of education as wholly concerned with the acquisition of logically arranged subject matter, it may perhaps be helpful to show just how it would affect a specific child, whom we will call Jimmie.

This education of the pure subject matter persuasion dresses Jimmie, or James, as an adult with knee breeches, a waistcoat, a powdered wig, and possibly a sword. He must deport himself very



decorously as becomes a young gentlemen. At his desk he must sit erect and as nearly motionless as possible, considering his unruly hands and feet, - bound to swing if they do not touch the floor. He has individual instruction from the teacher which consists of the assignment of lessons from textbooks, not illustrated in the earlier days. There are no objects which he can handle in the class room, - the place for his hands is folded on his desk, or painstakingly copying script. He must memorize his lessons just as they are arranged in the book, and not according to his interests. He must not be taken out into the real world to observe actual things.

The modern Jimmie whose teacher still adheres to the subject matter point of view has more freedom of movement, some pictures to illustrate his lessons, also a little hand work, and probably some objects. Yet it is subject matter carefully outlined by the teacher that is considered, not Jimmie who is wiggling in his seat and langing to do something, looking out of the window and wishing he might be out there in the real world, or listening to the purr of passing autos and yearning to be going and doing. Perhaps he will soon be fourteen years old, and then he will go out and get a "real job" where he can participate in some actual work in which he is interested because there is an end in view, something made with his hands or a pay envelope.



Chapter II.

Jean Jacques Rousseau,

It is rather an enigmatic and contradictory character who is the first of our heroes in the history of the doctrine of interest,—Jean Jacques Rousseau, 1712-1778. A man of far visions who at times seems almost inspired, whose educational theories have been revolutionary; and yet whose personal character belies his theories. A man who could soar to the heights, and yet whose human frailities dragged him to the depths.

He strikes straight across the traditional views of subject matter, and its sacrosanct nature, almost despising it, and relegates it to a most subordinate position in education. Ever a man of impulse, he would flee existing conventions of society and set up a training that should be natural and spontaneous.

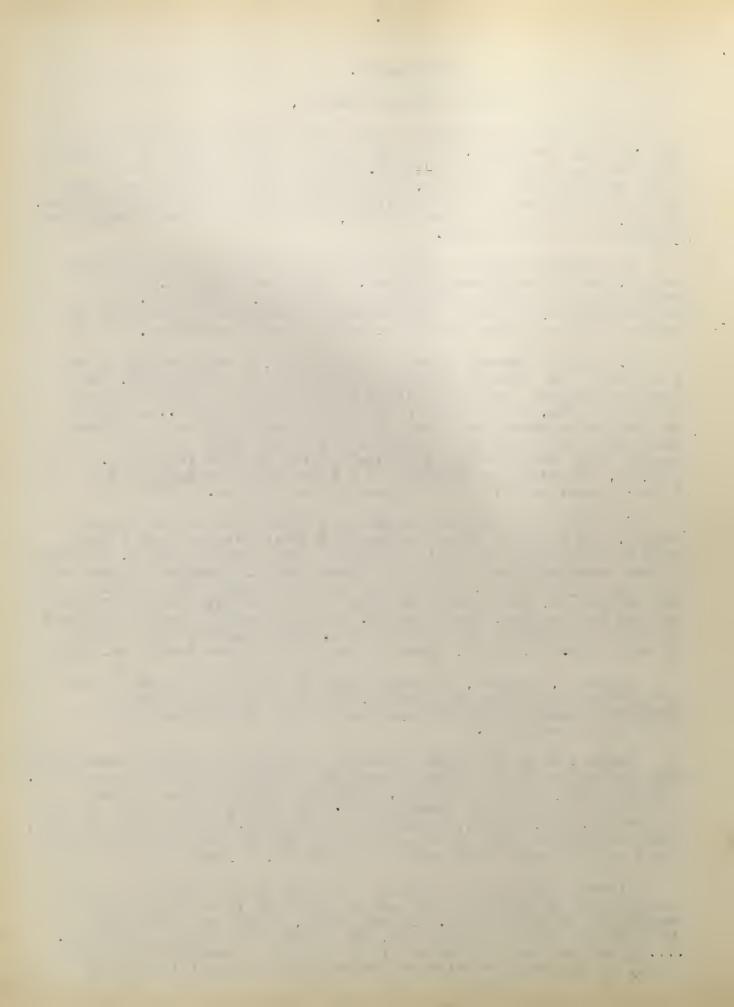
His great literary work is "The Emile", a book in five parts treating of the education of an imaginary young aristocrat. He inveighs against the preponderant emphasis upon a formal subject matter; "Words, always words, and nothing but words. ... Among the various branches of knowledge which they claim to teach they take particular care not to choose any which would involve a knowledge of things which they could never succeed in giving." (37 (Archer, "Rousseau on Education," p llo) Again he asserts that "A man cannot believe what he does not understand." (Ibid p 52)

He would take away all books from "Amile" up to the age of twelve. "In thus relieving children of their school tasks I take away the instrument of their greatest misery, namely books. Reading is the scourge of childhood and almost the only occupation that we know how to give them. At the age of twelve Amile will hardly know what a book is. But I shall be told that it is very necessary that he know how to read. This I grant. It is necessary that he know how to read when reading is useful to him. Until then it only serves to annoy him. (1, Graves, "Great Educators of Three Centuries." p90)

There is, however, one book which he would recommend for the use of "Emile", - "Ropinson Crusoe." It is of value because it portrays a condition which would call forth the interest and activity of the child.

These quotations imply Rousseau 's emphasis upon real experience and physical activity rather than formal subject matter in education. "Children are always in motion, quiet and meditation are their aversion; a studious or sedentary life is injurious to their health and growth." (37, Archer, "Rousseau on Education." p 28) Again he says: "Reflect that he will learn more by one hour of manual work than he would retain from a whole day's explanation." (Ibid p 154)

Closely allied with physical activity is the activity of the senses which he plainly sees must be educated in order to give meaning to subject matter. "In any study, unless we possess the ideas of the things represented, the symbolic signs are valueless.
... Thus while we imagine we are giving him a description of the earth, we are only teaching him to recognize a map(Itid p 112)



Another quotation will serve to strengthen this position.
"Train not only the active powers of children, but all the senses which regulate these powers. Benefit each sense as much as possible and prove the impression made upon one sense by that upon another." (38 parmard, "Journal of Education. Vol V.p 475)

This education which is to depart from the traditional view of subject matter is to be fitted to the age and development of the child rather than to a body of logically arranged subject matter. Rousseau shows that there are characteristic differences at different stages. The early stages up to twelve years of age, as already stated, are to be occupied with a purely natural existence in connection with the world of nature. At the age of twelve, however, the time for more formal instruction has arrived. Yet Rousseau realizes that into the brief period of three years between twelve and fifteen years of age, not much subject matter can be crowded, so he advocates that only that which is strictly useful to life shall be included. Thus he limits instruction to the natural sciences. The method of instruction is through the appeal to natural curiosity and investigation. Thus the basis of instruction is not authority but reason, and personal interest.

In considerind the different stages of development of the child, he arrives at another important educational conception which modern education stresses, - that of individual differences. "Apart from general human characteristics, each individual is born with a distinctive temperament which determines his genius and character, (37, Archer, "Rousseau on Education." p 29)

But not only does Rousseau depart from the traditional point of view with regard to the subject matter of education. He also enunciates one of the vital educational principles of the child-centered program. Education is not a preparation for life; it is life itself. "He that is best able to bear life's goods and ills is the most truly educated; true education lies less in knowing than in doing. We begin to learn when we begin to live." (Ibid p 63)

Again he says. "We do not know childhood, acting on the felse ideas we have of it, the ferther we go, the farther we wander from the right path. The wisest among us is engrossed in what the adult needs to know and fail to consider what children are able to apprehend. (1, Graves. "Great Blucators of Three Centuries." p 101)

He inveighs against the old education in characteristic words, "What is to be thought, therefore, of that cruel education which sacrifices the present to an uncertain future, that burdens a child with all sorts of restrictions and begins by making him miserable in order to prepare him for some far off happiness which he may never enjoy." (Book 1. Emile)

Not only is it wrong to consider the future rather than the present needs of the child, but it is also futile. "A more certain incentive than any ... is the wish to learn. Sive the child the wish ... any method will then be suitable. ... The grand motive,



the only motive which leads him far shead with certainty is present interest. (37 Archer, 'Rousseau on Education.' p 120) He also says "They reason excellently on matters with which they are acquainted and which concern their present and obvious interests." (Ibid p 110)

Notwithstanding these clear cut statements regarding the function of education to minister to present life, he yet slips back into the older conception and in protesting that education must not be a means of preparation for citizenship in any particular government, much less for an occupation; he says it should develop manhood and fit for the duties of life, which are by implication adult. Thus does he show his ever recurring tendency to return to more traditional views. Yet in all fairness it must be stated that the former quotations are more representative of his oft repeated conceptions.

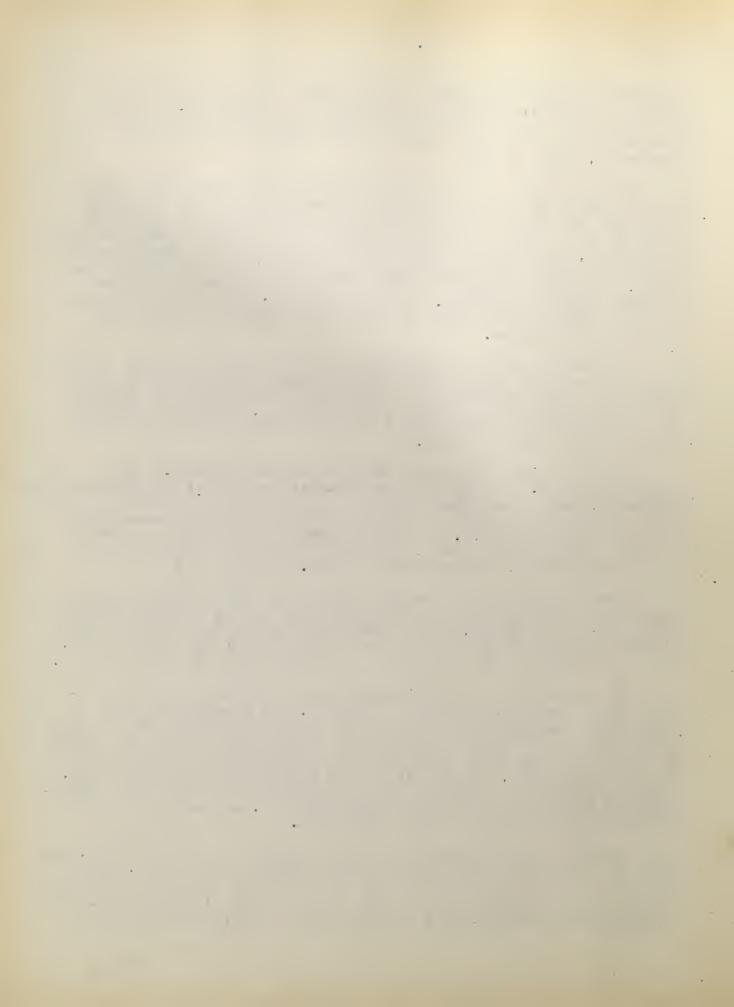
What can be said for Rousseau as to his contributions to the great movement which has led to the release of the child from the bondage of a set program of subject matter calculated to prepare for adult usefulness? Perhaps, first of all, that he formulated in his brilliant literary style principles which have been both revolutionary and leavening.

nis own words will best convey an understanding of his literary genius. "I felt suddenly dazzled by flashed of illumination; crowds of clear ideas came to me in a moment with a confusing force which left me inexpressibly troubled; my brain seemed dazed like that of a drunken man. ... Could I ever have written a quarter of what I then saw and felt, how clearly should I have revealed the contradictions of the social system." (Ibid p 23)

When a man of such literary genius can give the world the important truth empressed in the following words; "As mankind has its place in the world, so has childhood its place in human life; we should consider the man in the man and the child in the child." (Ibid p 92) they grip the minds of educators and "start something."

Thus he made a powerful contribution to faith in the possibilities of education and its influence. His stress upon the Imperative necessity of knowledge of things themselves rather than mere words, and activity rather than passive absorption of subject matter led to the great reformation of Pestalozzi in the education through the senses, and of Procoel in education by self activity. Many of the great educators who have caught the vision of a child-centered education have been inspired by him. He has also led to the foundation of a new child psychology.

Great as his service has been to the doctrine of interest, the gold which he furnishes is plenticusly mingled with alloy. He has climbed a mountain peak and viewed from afar the glorious spectacle of a joyous childhood which is the object of intelligent and loving interest and an educational system which has relegated subject



matter to an entirely secondary place, but he has not offered any practical help for attaining that lofty ideal. His is a theory which he never reduced to practice; an ideal which he never translated into reality.

Retwithstanding his statements emphasizing the fact that education must consider the present life of the child. Rousseau appears to have written his educational dream. "The Amile" with the life of the adult in mind. He may believe that the most effective way to educate the child during each of the stages of his life is in accordance with his present interests and needs, but all the while he is so educating him with the thought of his adult life in mind.

Also his theories, as already mentioned, frequently contradict each other. At one time he says; "The Child should choose his own occupations, but you should always be at his side to anticipate all his opinions and prevent those that are wrong." (37 Archer, "Rousseau on Education." p loo) At another, the child should learn from "natural consequences." If he breaks furniture let him suffer the inconveniences entailed. Thus he tells you in one breath that you should ever be near to guide the child and to protect him, and in another that he should learn by his own mistakes.

What educator would endorse this theory of the education of girls? "The whole education of woman ought to be relative to men. To please them, to be useful to them, to make themselves loved and honored by them, to aducate them when young, to care for them when grown, to counsel them ... these are the duties of women at all times, and what should be taught them from infancy." (I Graves, "Great Educators of Three Centuries." p 96)

In contrast with the accepted views with regard to the social function of education is his scheme of bringing up "Egile" in a sort of "social vacuum." Were such a thing possible, it could hardly be considered for the best interests of the child. Again, only the priviliged child was to be educated. "Amile" was a young aris tocrat; the common herd was entirely neglected.

What of our child, Jimmie, by whom we are to test the various aducational theories? Under Rousseau he would surely he an unfettered young creature released from the dull grind of subject mather. He would be allowed to roam at will brhough the fields. If his young Lordship desired to break furniture, nobody would hinder him, but he might suddenly find that he had no choir to sit upon. If he felt rather bewildered as to the consequences of his acts, noone would onlighten him; he must learn for himself. He would be allowed to follow his impulses and left at the mercy of them without much advice as to their direction or control.

If he desired to investigate objects of nature, he would be free to follow his bent until he was twelve years of age, but he could not find enswers to his questions regarding his investigations from books. He might follow his impulses and appropriate what he chose, but if he interfered with the rights of others and suffered their displeasure, it would be difficult for him to know why or to



avoid his misdemeanors in the future, for his training was unsocial.

At twelve years of age he would have a sound hody, a wealth of sensational experience, and a freshmans of interest with an opportunity to follow whither it lead him. Life would lie before him. He would be a soul free from the shackles of the past, but undirected in the use of his new found freedom.

postible the contributions of each of the great educators considered, and their position with regard to the Doctrine of Interest. In order to do this they will be evaluated by the scale given in the introduction, page 1.

		Theory &	value o	of Pa		Product of II X III.
1.	Subject matter as center logical, complete development. Child not in pictura at all. Aixed course or study	(_5	lu	5	10	100
2.	Subject matter the aim but modified to suit child's interest.	(12	25	13	25	625
3•	Aim as in #2, but fur- ther modified to quit child's interest.	(25	50	25	¥0	2000
4.	child as center - but definite aims for society health. worthy home membership, etc.	(50 y(<u>50</u>	100			
5.	Child as center - no re- straints, teacher follows		50	45	25	1250
Tot	cal credit.					3975

view of subject matuer, he could not discard it. As did repudiate it shows entirely for the first years of the child's hile, only to resort to it in his later training. No is, therefore, given tull credit under class #1. Yet he surely did advocate that it be "modified to suit the child's interest," and at times "further modified by adaptation to local appeals; "there one full credit is awarded him under #2, and much cledit under #3. At the same time his unusual antipathy for society itself permits no credit unler #4. Because he advocated so frequently almost complete freedom for the child under twelve years of age, a very generous credit is riven him for theory under #5. The rither men re final rating given is due in mart to his neglect of educational precise: it is hardly fair to runge his significance is the field of education by unear string.



Chapter III.

Johann Heinrich Pestalozzi.

Inspired by the epoch making educational visions of Rousseau but far transcending him in character and in actual practice was the gentle Pestalozzi. It is not without reason that his picture is in every dwiss school house, for he devoted a pure, self sacrificing deture as well as an original mind to the cause of child and his uplift through education. As translated some of the best theories of Rousseau into practice and extended them to include all classes of children.

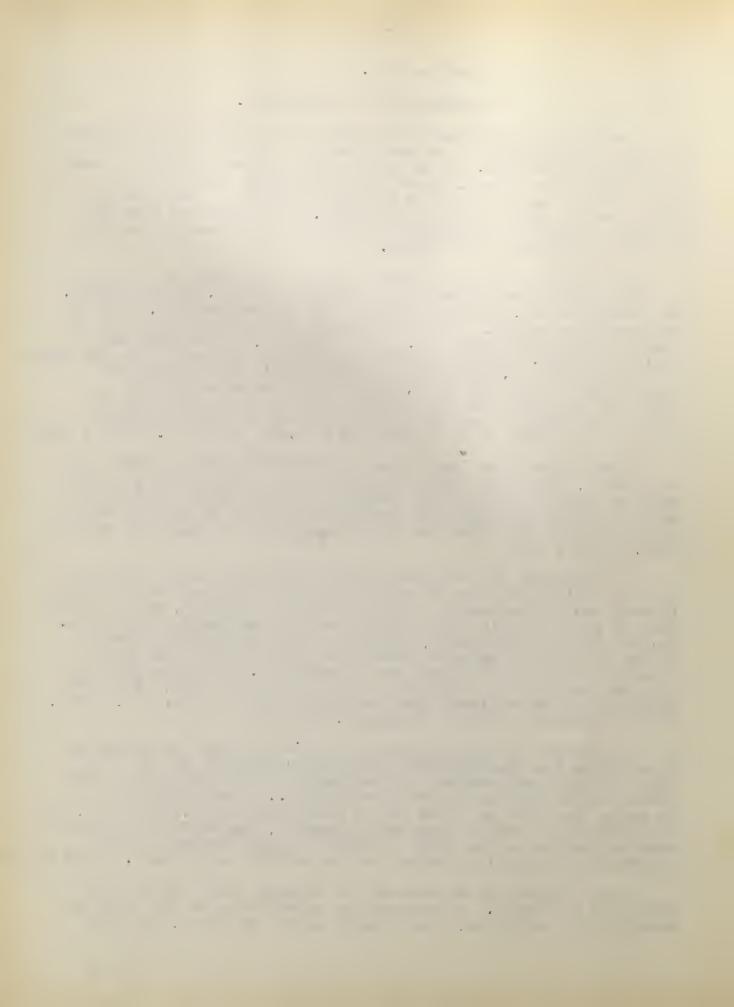
dis conception of the human being as the center of education is expressed in the following words: "What man is, what he needs, what elevates him, what strengthens him and weakens him, such is the knowledge needed, both by a shepherd of the people and by the inmate of the most lowly hut." (36 "Barnard, "Pestalozzi and Pestalozzianism." p 723) de makes the child's own needs the starting point of education, This wisdom which reveals itself thru the necessities of our condition, strengthens and educates our practical capacity; and the mental training which gives it, is simple and steady, consisting of the action of all the powers upon the phenomena of nature in their actual relations." (Ibid p 726)

Like Rousseau he scores the traditional education based upon mere words, "For more than a century in the lower schools a power over the human mind has been accorded to empty words, which not only in itself destroyed the power of attention to the impressions of nature, but destroyed the very susceptibility itself of man to them." (Ibid p 688)

He contrasts his own educational conception with this false one. "I believe that the first development of thought in the child is very much disturbed by a wordy system of teaching, which is not adapted either to his faculties or the circumstances of his life. According to my experience, success depends upon whether what is taught to children commends itself to them as true thru being closely connected with their own observation. As a general rule I attached very little importance to the study of words, even when explanations of the ideas they represented were given." (1, Graves, "Great Educators of Three Centuries." p 129)

He grasped the great truth that education must be graded to accord with the progressively unfolding capacities of the child. "The natural, progressive, and harmonious development of all the powers and capacities of the human being ... the knowledge to to which the child is to be led by instruction must, therefore, be subjected to a certain order of succession, the beginning of which must be adapted to the first unfolding of his powers, and the progress kept exactly parallel to that of his development." (Ibid p 145)

With Rousseau he emphasized the supreme importance of the senses to education. "In recognizing observation as the absolute basis of all knowledge, I have established the first, the most



important principle of instruction. ... All knowledge must proceed from observation, and must admit of a eing retraced to that cource."
(36. Barnard "Pestalozzi and Pestalozzianism." p 75)

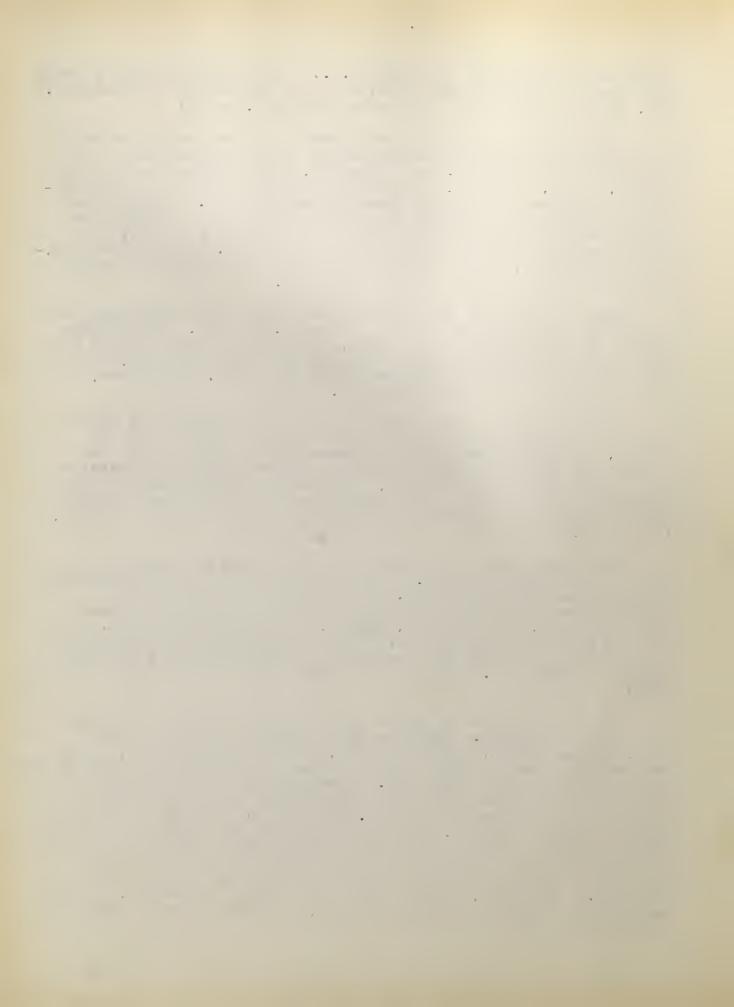
by observation he means the directing of the senses outward to objects, and exciting consciousness of the impression on the senses by those objects. He, therefore, in his famous schools at Neuhof, Stanz, Burgdorf, and Yverdon actually worked out an educational practice to fit this theory of observation. His work was not haphazard; he contended that the understanding collects the impressions which the senses receive from external nature, and then develops the ideas until they become clear. Thus observation, sense impression, is only the first step and meaningless unless properly related to the mental capacities.

They must form an idea and define objects and then comes the necessity of expressing ideas in language. He says. ""Experience must be clearly expressed in words, or otherwise there arises the same danger that characterizes the dominant word teaching, - that of attributing entirely erroneous ideas to words." (1 Graves, "Great Educators of Three Centuries." o 147)

Manual labor is also a vehicle for the expression of ideas which have been constructed from the material supplied by the senses, "I am more than ever convinced that as soon as we have educational establishments combined with workshops and conducted on a truly psychological basis, a generation will necessarily be formed which will show us by experience that our present studies do not require one tenth of the time or trouble we now give them." (Ibid p 130)

Thus Pestalozzi's statement that he wished to psychologize education is substantiated. This also called for a simplification of the elements of knowledge. The reduction to a series of exercises so scientifically graded that even the lower classes could obtain proper physical, mental, and moral development. In this process he maintained. "It is necessary never to proceed to any new thing until what precedes has been learned beyond the power of forgetting." (36 Barnard, "Pestalozzi and Pestalozzianism," p679)

His method of teaching the various school subjects carries out these principles. Language exercises were given by means of examining number, form, position, and color of designs, holes and rents in the wall paper of the school and expressing observations in longer and longer sentences, arithmetic by devicing boards divided into squares upon which were put dots or lines concretely representing each unit up to 100. Drawing and writing by teaching simple elements of form. At Yverdun buss helped him work our a system. "Objects such as sticks or pencils were placed in different directions and lines representing them were drawn on the board or slate until all elementary forms, straight or curved were mastered." (I Graves, "Great Educators of Three Centuries. p 140) Geometry was taught by drawing angles, lines and curves. Much use



was made of squares, which were divided into smaller squares or rectangles and thus sense impressions preparatory to geometry were furnished. In reading exercises known as "syllabaries joine the five vowels in succession to the different consonants, ab, eb, ib, ob, ub, and so on thru the consonants. Religion and morals were taught by the child's experiencing the love of mother and other human beings rather than by dogma and catechism.

His great love for the child as well as his keen intuition of the necessity of adapting education to the child's understanding made him concentrate all his powers upon the present life and steady development of the child. Yet he did not appear to reach the conclusion that the main business of education was to minister to the child's present life; he still conceived the main aim of education to be to fit for a useful adult life. Because he loved the child, and because he could only thus educate aim, he studied the child's present interests and capacities. He plainly recognized the fact that the child's interest started with muself and his present experience. The circle of knowledge, through which every man becomes blassed, begins immediately around him; from his being; from his closest relations; a tends from this beginning; and at every increase must have reference to truth, that central point of all powers for blessing." (36 parnard, "Pestalozzi, and Pestalozzianism! p720)

His first great interest in education was aroused because of his conception of its redemptive and reformative possibilities. This belief underlay his work on his own farm at Neunof. The implication was that adult society would thus be reclaimed and uplifted.

Brief mention should be made of Pestalozzi's literary work because of its influence upon other educators. His most important educational works are: "The dvening mour of a mermit," consisting of 160 aphorisms regarding education; "meonard a dertrude," the beautiful story of a swiss woman who recormed her husband and educated her children, influencing her whole village; "now dertrude teaches der Children." containing the Toundation of his system and of most modern reform in elementary education, and "Christopher and alice."

It must have been already clear that Pestalozzi is one of the great figures in the history of all education, and especially of the which gives first place to the child. His own life and character dominated by a passionate love for childhood and a kean grasp of the real problems involved in the acquisition of knowledge is one of his outstanding contributions. His religious convictions and their relation to his vocation are expressed clearly in these words; "Thus faith in God is the source of all wisdom, and all blessings, and is nature's road to the pure education of man." (36 Barnard, "Postalozzi, and Pestalozzianism." p 728)

His conception of the supreme importance of the individual is whown in his words, "The general elevation of these inward powers of



the human mind to a pure human wisdom is the universal purpose of the education even of the lowest men. (36, Barnard, Pestalozzi, and restalozzianism. p 724)

He believed that the basis of education is not to be constructed, but to be sought; it exists in the nature of man, which contains an inborn active instinct of development. Thus "Education ought to be free and natural instead of being cramped, confined, servils. ... The child should have sufficient. liberty to manifest decidedly his individual character. "(Ibid p 23) Education ought also to be practical drawing its means of development from the actual circumstances of life.

Certainly his psychological insights in relation to education are invaluable as points of departure for a sure psychological foundation of education. Thus his insistence upon the importance of the senses and their training, the formation of clear ideas and their expression in language, and manual activity are most important. "Nature develops all the human faculties by practice; and their growth depends upon their exercise. The method of nature for educating humanity is the explanation, and practice of its knowledge, its gifts, and its qualities." (Ibid pp 724,5.)

He says, "Education should be based on intuition, on a clear and distinct perception of the subject to be learned," (Ibid p 33) And again; "Knowledge rises by degrees from the lowest thing to the highest, and we shall make great progress in our lives if we begin thus." (Ibid p 594)

Desarmo characterizes this contribution thus; "This then is the great merit of Pestalozzi, that whereas the men of his time began instruction with the abstract, with words whose content was unknown to children, he began with the individual things from which alone the abstractions could gain any significance in the minds of the pupils. Instead of presupposing an experience, he supplied one. "c 12 Desarmo." Assentials of Method." p 61)

Unlike Rousseau he bases his whole educational system upon the conception of the child as the member of a human society which profoundly influenced him and toward which he has a responsibility. He says; "Man thou livest not for thyself alone on earth. Nature educates thee for relation with those without thee." (36 Barnard, "Pestalozzi and Pestalozzianism," p 727)

Allied to this social insight is his passion for elevating society. The poor, the defective, and the degraded have thru his efforts been redecimed and given an opportunity in life, and many children have been kept in school that would inevitably have fallen by the wayside. (1, Graves, Great Educators of Three Centuries. p 152)

discontribution to the cause of manual training and industrial development is not insignificant. Through his example at Nebbof, and Stanz, and still more thru the model institutions of his disciple, Fellenberg, various types of industrial education have come to supplement academic courses.



Graves reckons one of his greatest contributions to be the initiation of the empirical method in the field of education, "If he never produced a closed and perfected system so much the better. It is not merely the form of his experience nor even the results, but the fact that he believed in finding his theory through experiment and not tradition, that made the work of Pestalozzi suggestive and fruitful afterward." (1, Fraves, Freat Educator's of Three Centuries." p 153)

Not the least of his contributions was the introduction of a new spirit into the schools by which it has approached the atmosphere of the home.

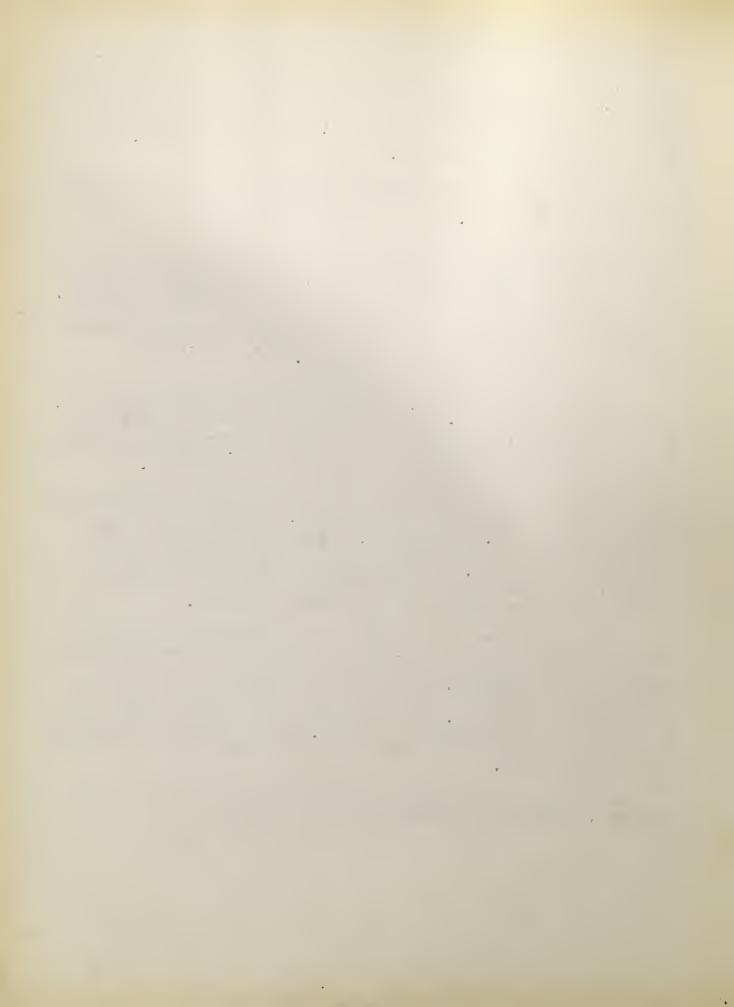
How would our child Jimmie fare under the instruction of restaiozi: He would find a teacher who would be really concerned about all that affected his young life. One who would penetrate beneath all his joyous pranks and inconsistencies and understand. Who would inspire him to be his best self morally and intellectually. If he were an orphan or an outcast, he would find in Pestalozzi a friend who would give him a home and loving care, gentle admonstren, and intelligent instruction.

derry comes in contact with, to experience than thru his senses, touch as well as sight. All the experiences of his young life would be made to yield to him an educative value. Even in school hours he would be encouraged to use his senses. The usual subjects of instruction would be taught to him as outlined above.

He would assemble with the other boys at sight or nine in the morning and continue under the absorbed instruction of Pestalozzi until he was so weary that he and the other pupils would leave the room one by one. Pestalozzi, finally discovering himself to be alone would go for a walk down by the river, and if Jimmie chanced to follow him, he would see him picking an small white peocles, and tying them in his handkerchief, for what purpose neither Jimmie nor anyone else would ever discover.

Jimmie vould be that things that interested him at his age and stage of development. Yet he would not be released from all effort, but rather his interest would be enlisted so that effort was not drudgery. He would be allowed to be a real boy investigating objects and experiences in life which fascinated his versatile attention. Let he would be required to think about his experiences, and report upon them. He would also be required to live and work with his fellows and to consider their convenience as well as his own.

with regard to the scale by which the educators are being measured. Restalozzi is evaluated as follows:



				f Propos	rtion ng at	fv. Product of II X III.
	Subject matter as canter logical, complete development. Child not in picture at all. Pixad cours of study.	(5	10	5 _5	10	100
2.	Subject matter the aim, but modified to suit child's interest.	(12 (17	25	13	25	625
	Aim as in #2, but fur- ther moditied by adapta- tion to local appeals and other attractive approaches for the child	(25	50	25 20	45	2250
·	Ohild as center - but definite aims for societ health, worthy home membership, etc.		100	10	20	3000
	Child as center - no re- straints, teacher follow al credit.		50			4975

He did strive to leave behind class #1 in which the child is not considered, subject matter being the only important thing. Yet he could not release himself from its bondage. He is, therefore, given full credit under class #1. But because he did try sincerely to break away from the pure subject matter view point, he is given full credit under #2.

Further, in his class conception of the necessity of the utilization of the senses, he advanced bey no class #2, and is clearly entitled to much credit under class #3. He is, therefore, given 25 points in theory and 20 points in practice.

because of his great love for the child and lis earnest desire to study him, and to fit him, - in some instance reclaim him, - for his place in bodiety, he is given 20 plants under class #4.



Chapter IV.

Friedrich Froebal.

Now another great educator, Friedrich Froebel, 1782-1852,—salists in the mighty struggle to exalt the child himself above a static, dead subject matter. He maintained that it is the chief ousiness of education to make the child a thinking, conscious intelligent human being. All of his educational theories were deeply influenced by his intense religious experience and belief. He looked upon the child as the manifestation of the divine spirit in human form; as comprehending within himself unity,—God,—diversity,—nature,—and individuality, humanity.

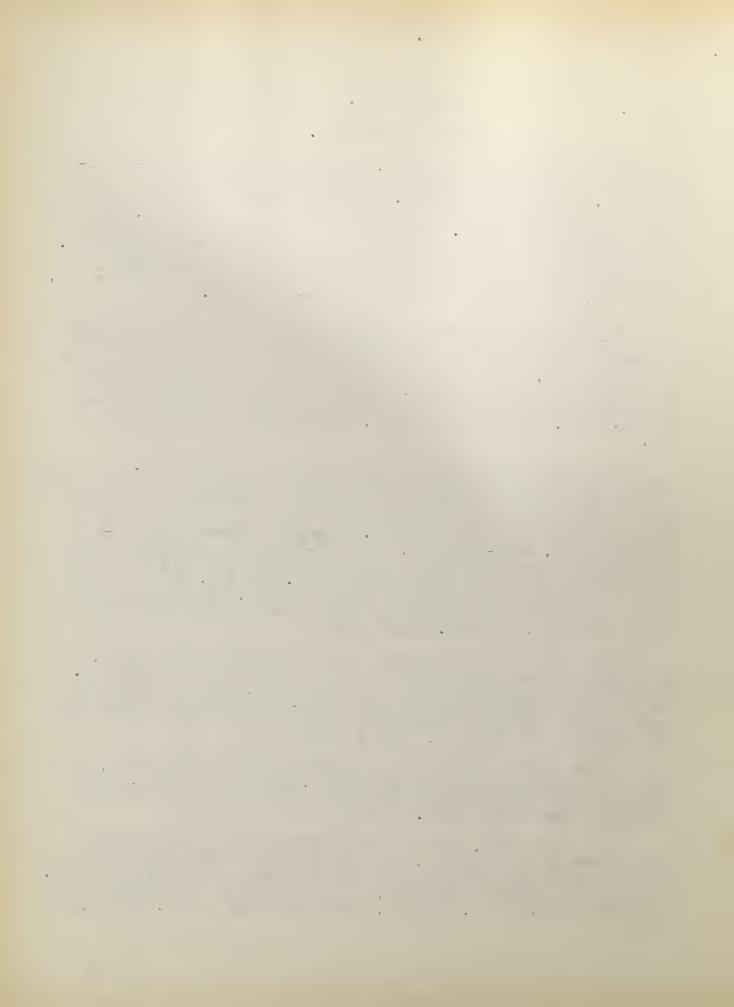
mis profound conviction regarding the supreme importance of the child and his purpose as an educator are clearly expressed in his own words: "I desire to educate men whose feet shall stand on Jod's earth, while their head towers up to heaven, and reads its secrets with steady gaze, whose heart shall embrace both earth and heaven, - that unites in its love Jod's earth and God's heaven." (14, michaelis & Meauly, 'Autobiography of Proebel." pos.

de was the first great champion of the little child. Parhaps it was because of his own enildhood which was so misunderstood that he so lavishly poured out his life and effort in order to give to the little enild an education which should enable him to enter into and enjoy life itself. de says; "Unceasing self-contemplation, self-analysis, and self-education have been the fundamental characteristics of my life from the very first, and have remained so until these latest days." (Ibid p. 11) and of the impression made upon him by nature. "The impression which the clear sky and pure air made on me has remained ever since present to my mind." (Ibid p. 0)

very naturally he was attracted to the great destalozzi, and spent two years with him at everdon teaching and observing. He absorbed both information and inspiration. Tall the things I heard of him siezed powerfully upon me, - especially his desire in some nock and corner of the world to build up an institution for the education of the poor. (Ibid p 53)

Yet he had a distinctive educational genius of his own, and could not wholly agree with Pestalozzi. "In the methods I failed to find that comprehensiveness which is alone sufficient to satisfy the human being. "(Ibid p 82)

of the senses in education, but his religious and philosophical convictions determined his position with regard to their function. "To make the internal external, and the external internal and find unity for both." (13, Freebel, "The Education of Man." pp 41,42)



It is not possible to understand Proebol's educational theories and resulting practice without taking account of the philosophical principles upon which they are founded, for his idealistic philosophy profoundly influenced all his thought. He believed ultimate realities to be bound together in one system of unity. "All is unity, all rests in unity, all springs from unity, strives for and leads up to unity, and returns to unity at last." (14, michaelis & Keatley, 'Authorography of Prosest. p 69)

Thus he held "Education consists in leading men, as a thinking intelligent being, growing into self-consciousness, to a pure and unsul ied, conscious and free representation of the inner law of Divine Unity, and in teaching mim ways and means there to." (13, Froebel. The Education of Man." p 2)

Proceeding out of this fundamental principle of unity was his conception of continuous development, mental, moral, and physical, of the human being. ""Jod creates and works productively in uninterrupted continuity. ... Jou develops the most minute and imperfect elements through ever-rising stages, according to a law sternally founded in itself, and ever unfolding out of its own nature." (1, Fraves, "Frast Educators of Three Centuries." p209)

remaps the principle which directly influences his educational theory and practice most profoundly was that of creativity thru self activity. Development "should be brought about, not in the way of dead initation or mere copying, but in the way of living, spontaneous self activity. ... In every human being, as a member of humanity and as a child of God, there lies and lives humanity as a whole; but in each one it is realized and expressed in a wholly particular, personal, and unique manner, and it should be exhibited in each individual human being in this wholly peculiar unique manner." (Ibid p 213)

These philosophical principles langely determined his attitude toward the function of subject matter. He says, "Never forget that the essential business of the school is not so much to teach and to communicate a variety and multiplicity of thingses it is to give prominence to the ever-living unity that is in all things."(13, Frosbel, "Education of man. p 135)

Thus things themselves are not the important consideration, but rather the realization of a unity by means of which the human being could best realize his own perconality. He empresses this same truth in these words. "Education should lead and guide man to clearness concerning himself and in himself, to peace with nature, and to unity with Jod." (Ibid p 5)

His conception of the continuity of the development of the child made him see the importance of educating the young child, and led him to spend years of study and of practice in devising means to educate him from his earliest years in accordance with

4 • r e . . . · e r . the laws of his own nature and of dod's creation. Because of his realization of the great significance of creativity which expresses itself thru self activity, he devined the extremely important function of play in the life of the young child. Play was not a negligible, chance expression of the child, out rather "The highest phase of child-development at this period; for it is self active representation of the inner, representation of the inner from inner necessity and impulse." (13, Froebel, "Education of Man." p 55) It is extremely important because "It gives joy, freedom, contemtment, inner and outer rest, peace with the world." (Ipid p 55)

Again he says, "Man is only what he makes himself to be.

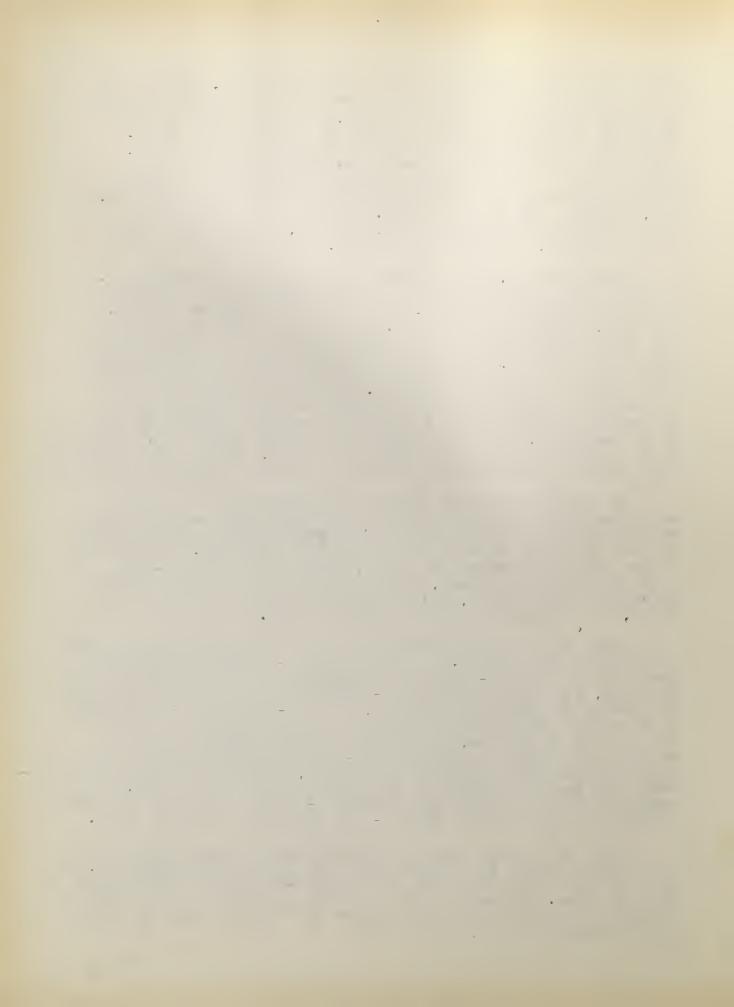
Man can make himself only that which he ideally is. Through
activity he creates himself. In activity he reveals himself."

(15 Blow. "Latters to a Mother." pp 48,49) The influence of
his philosophy appears in the following quotation. The soul is
essentially active; the activity of which we are conscious is
but a part of our total activity; and voluntary activity is but
a part of our conscious activity. (Ibid p 43) This great law
of activity cannot be ignored without harm resulting, "The
universal, the inexorable law of habit is that sensations pell
with repetition, while all activities augment their joy. (Ibid p45)
It is vitally connected with the moral life. "Moral life begins
when conscious motives take the place of blind impulsion." (Ibid p113)

His insight into the necessity of beginning the child's education very early has already been mentioned. He believed it should start with the mother, and to this early education he devoted the major part of his educational activity. He devised a very elaborate program of songs, games, and pictures. He produced fifty play songs, each containing (1) A motto for the guidance of the mother, (2) A verse with music to sing to the child, (3) A picture illustrating the verse.

sugan Blow in her "Letters to a mother," has dnumerated and interpreted these games.(1) Falling game, - develops faith. (2) Play with the limbs, - point of departure for development of motor activity, (3) weathervane play, - interpretation of movement not his own by enconscious imitation, (4) All-gone game, - transition from response to external sequetion to impulsion of conscious ideals. (5) Clock play, tick-tack, - point of departure for rhythmic activity, (0) Tasts song, - dawning consciousness that qualities are the deposit of activities, (7) Plower song, - consciousness that wherever there is self activity there is a soul. (3) Beckoning to the pigeons and chickens, - ascent of child from more animism. (3) Fish in the Grook, - the craving of life for life.

These games only serve to reemphasize how inextricably his educational theory is bound up with his idealistic philosophy. To make this yes more clear two further quotations from Susan Blow will be given. "Understood as a typical experience, the lesson of the falling game is that the nurture of childhood must be rooted and grounded in faith." (Ibid p 5)



The lesson of the play-with-the-limbs game is self-making. "Since man is a self-making being he demands from the beginning of his life the discipling of his energies." (15, blow, "Letters to a Mother." p 40)

For the kindergarten frosbel devised an elaborate system of gifts and occupations. In it he used especially three coordinate forms of expression, song, movement and gesture, and construction. Frowing out of these was the use of language by the child. These activities cooperated with and interpreted one another, i.e. the story told or read was empressed in song, dramatized in movement, and illustrated by a construction from blocks, paper, clay, etc. The worked out a series of six gifts, the cube, sphere, and other geometrical forms, and "occupations" which applied to different constructions principles learned by the "gifts." These "gifts" were so arranged that they carried out the principle of development, each exercising new activities, while using those already learned. The child was able to apply in practice what was learned through the gifts injoccupations, constructions with paper, sand, clay, wood and other materials.

Like Pestalozzi, Froebel attached great significance to language. He held that its great function was to unite the inner and the outer worlds of the child's experience. He says, "When he learns to separate the name from the thing, and the thing from its name, the speech from the speaker, and viceversa; when later on, language itself is externalized and materialized, in signs and writing, and begins to be considered as something actually corporeal, man leaves the period of childhood and enters the period of boyhood." (13, Froebel, "Iducation of Man." p 93)

That Froebel did actually minister to the nurture of the child's present life and interests is unquestionably true. He says. "Let us live with our children; then will the life of our children bring us peace and joy, then shall we begin to grow wise, to be wise." (Ibid p 89) In the mother play and in the kindergarten, adults certainly did live with little children sympathetically. In this process of living with the child, the adult should quicken the effort of the child in his own behalf. "To stir up, to animate, to awaken, and to strengthen the pleasure and power of the human being to labour uninterruptedly at his own education, has become and always remained the fundamental principle and aim of my educational work." (14, Michaelis & Keutley, "Autobiography of Froebel." p 11)

He unquestionably believed that the present life of the child is indissoluably connected with the later life; probably because of that fact as well as his love for children, he stressed the early education suited to the child. In fact he clearly says that the play of the child should be utilized to train for later activity.

The symbolism attached to gifts and occupations surely was adult. Thus in both theory and practice it must be conceded that

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he held to the view point that it was the main function of education to prepare for adult life.

In this very brief study of Froebel it must be very apparent that erroneous educational theories are mingled with sound and valuable ones; he mainly errs in his stress stress upon symbolism. The principle of self activity, however, even though not converted into the best educational practice is a valuable contribution; one which is becoming more and more widely accepted. It is a very wide departure from the docile child obediently conning his lessons from a limited number of antiquated text books. Susan blow mays, "Froebel's great insight is that the human being is self-expressing." (15 Blow, Letters to a Mother, "p 58)

The principle of grading instruction according to the age and development of the child is surely of great educational value. "I followed the leading of Nature herself, and with the data so obtained I worked out a representation of the place from direct observation." (14 Michaelis & Keatley, "Autobiography of Froebel) Intervals his method of teaching the child geography.

He also viewed the child as a social being who was profoundly influenced by his environment and who in turn had a responsibility toward the society of which he was a part. This conviction showed itself in his kindergarten practice in the games with the social occupations which inducted the child into the life and activity of society.

Not the least of his services to the child was the introduction of new subjects into the closed and scaled traditional curriculum. Avor since his day there have been an increasing number of educators who have included nature study and manual training in their curricula. Manual training followed from Froebel's conception of the importance of self activity; its significance in emancipating the child from activities which have no meaning for him has been very great.

He was the first to set a precedent for the education of the little child. Who can tell how much his influence has counted toward releasing the child from a position which was practically slavery, giving him loving consideration, and providing for him occupations and e-ucation suited to his age and development!

Our Jimmie would surely have a very happy time under Froebel. From the time of his first consciousness he would find himself the object of his mother's loving attention. He would be delighted by her attentions,— the songs she sang to him, the games she played with him, and the objects she gave to him. He would not understand much more than that it was delightful to be loved, played with, and presented with lovely colored balls, but his lack of understanding would not trouble him at all, even though it might his mother.



when he resense the age of three or four he would find himself in a kindergarten where he had bright colored balls, cause and other curious objects given him. As he grew older more girts would be presented to him, and he would be allowed to make things with his own hands. Oh what fun it would be to mass around with some clay that he night model as he wished! Again it would not matter to him that he did not fully understand what he was doing.

Then it would be a joy to be doing things with other little children, though he might be rether surprised at first when he was not allowed to appropriate what belonged to other children, or when he had to wait his turn in the play. Altogether he would be quite cappy because he was surrounded vite an atmosphere of love and mindness and because he was allowed to work with his hands. Let he would not understand the underlying reasons for much that he was doing, but would letro much better if he were allowed more freedom to do simply those things in which he himself was interested and which he would understand.

In accordance with the scale by which all the educators are being measured, Proceed's rating is as follows:-

being measured, Proced's rading is as follows:-						
		II.				
					Product of	
	Practica	.Point			II X III	
	1:0 (-			roint		
L. Subject matter as eand	5		5 -5		7.00	
logical, complete deve opment. Child not in	1- 15	10	2	TO	100	
picture at all. Fixed						
course of soudy.						
2.						
Subject matt r the eim	hut(12		12			
modified to suit phild		25	12	25	525	
interest.		~ <i>J</i>		(-)	9-9	
3. Aim as in #2, but furt	her (35		15			
modified by adaptation		50	15 20	35	1.750	
to Local appeals and o						
aturactive approaches	for					
tne child.						
	4 50		~ .			
4. Uhild as center - but	1 50	7.00	15 15	~~ ·	7000	
definite sime for appl		100	15	50	3000	
health, worthy home me bership, etc.	·11-					
0015117, 500.						
5. Child as center - no r	9- (25					
straints, teacher foll		50				
	manage of					
Total cradit.					5475	

He, like Pestalozzi, sought to leave class al completely behind, but could not, and so is given full credit there. Like restalozzi he is worthy of credit in practice as well as theory because he psinstakingly carried out his tueories in the laboratory of the kindergarten. It seems only just to accord him



full credit and r class #2, and further to great him liberel points under class #3.

Surely he is the great credit because of his recognition of the place of play and of self activity in the lift of the child. Yet because of his symbolism, apringing from his idealistic philosophy, his attempts to make appeals to the interest of the child are not fully successful; they are too about and divorced from the experience and understanding of the child. In theory he is given by points under class $\pi 3$, and, because of the principle of self activity, in his practice ? O points.

the child's early years, as well as his interest in more training, and education for life in society give him a credit of 30 points under class #4,



Chapter v.

Johann Friedrich Herbart.

Johann Friedrich Herbart, 1776-1841, was predominantly an educational theorist who carefully worked out the most logical and closely knit educational system that had as yet been conceived. Thus he was in marked contrast with Pestalozzi, who was constantly experimenting and never was able to produce any finished system. Let Herbart was greatly influenced by his predecessor. He wrote a very kindly, but critical essay on Pestalozzi's book. "How Jertrude Teaches Her Children," in which he points out his educational faults and shows the development of his out ideas from that great educator's.

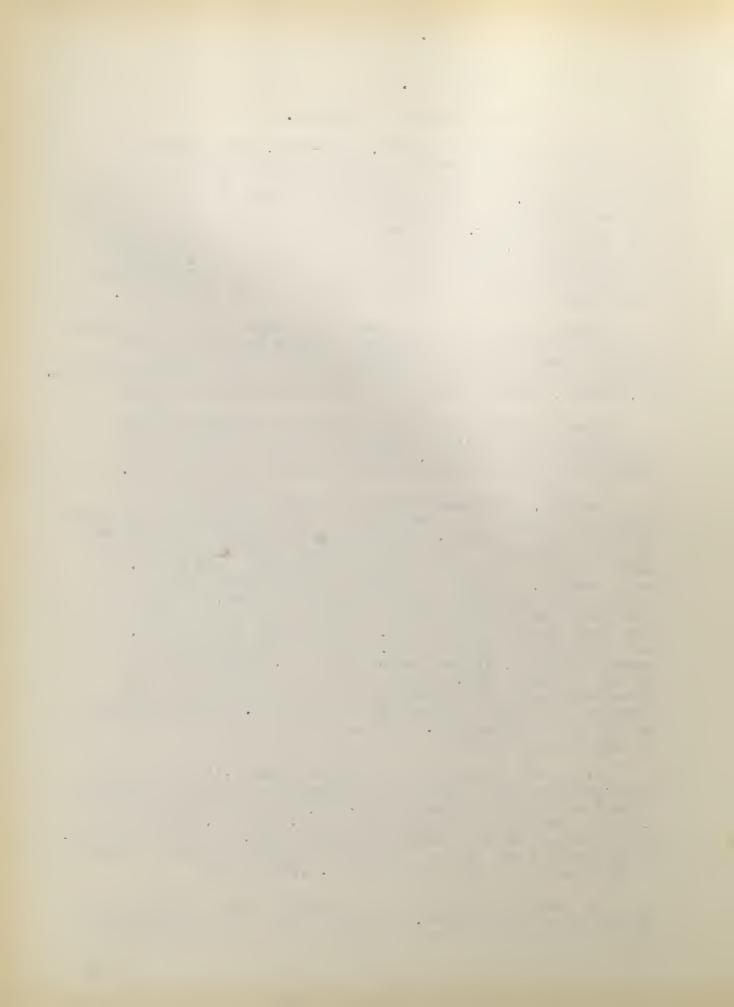
"Sense persection, as holds with Pestalozzi, does supply the first elements of knowledge, but the material of the school course should be arranged with reference to the general purpose of instruction, which is moral self-realization." (1. Graves, "Great Educators of Three Centuries." p 170)

Thus as Pestalozzi had succeeded in arousing durops to the need of universal education and of vitalizing the formalism of the schools, Herbert created a system of psychology that had an immediate bearing upon education.

merbart, notwithstanding his almost exclusively scholastic approach to education, was yet intenstly concerned with the child himself. do feally considered the child as of more importance than subject matter whose sole claim to merit was its ability to nourish the life of the child. He was, nowever, in marked contrast with kousseau who had revolted ao completely against subject matter, firmly convinced that it had a very valuable service to render to the development of the child. To instruct the mind is. he considers to construct it. Knowledge is no longer a mental ornament, it is a mental element. Knowledge builds up and produces mind. If it is true that there is no intellect apart from successive ideas, henceforth we must seek the conds that unite them in conesion, the inverteding of the ideas chamselves. "(17 Sompayre, 'nerbart and aducation oy Instruction. o 47)

It is not possible to and retand deright is educational contributions apart from some knowledge of his most carefully worked out system of psychology, he departed radically from the old, erroneous faculty psychology, he held. The mind in its original state is merely a tabula rase. It has no content. It is created bit by bit, manks to representations or ideas prought to it by sense-perceptions. (Ibid p 20)

de clearly sensed the law of appercention and its educational significance. In order that a new representative may be received into the circle of ideas, that it may find



its way with ease and security amidst the network of knowledges, the teacher, at the beginning of each lesson must prepare the ground. (17, compayre, "Herbard and Education by Instruction." p 30)

Also he did not overlook the relation of the subconscious to the conscious mental life and thus to education. Ideas being replaced by others, fall back into the subconscious. "They are not indeed annihilated, nor have they disappeared forever; they are merely latent; they continue in a condition of tendency, and they aspire to reproduce and reinstate themselves as soon as a favorable occasion will berait this to occur." (Ipid, p 23)

ideas, however, have certain lows, the action of which must be recognized. "If ideas are more or less alike they tend to form groups and unite; that is what we call a 'fusion'. If they are merely different, unlike, they get mixed and untangled, forming a 'complex'. If they are contrary, opposed to each other, they cannot coexist, and they drive each other out.Ideas agree with each other or struggle together; the soul a dumb creature, has no objection to raise."(This p 24)

Thus it is necessary that education be based upon ideas.
"'Fusions" and 'complexes' of representations explain all
phenomena of the intellect; abstraction, judgment, comparison,
reason, the notion of self, not leaving out memory and imagination. The other phenomena of the soul, sentiments, desires,
volition, are adequately accounted for by the relation of
ideas to each other. fleeting modifications of ideas.
They are the shadows that pass, the foundation of the mind
remains, and this foundation consists of ideas." (Ibid p 25)

Harbart fefers again and again to the law of apperception and its relation to education. "Mach new idea or group of ideas is, therefore, retained, modified, or rejected according to its degree of harmony or conflict with the previously existing ideas. ... In other words all new ideas are interpreted thru those already in consciousness." (1, Fraves, "Freat Educators of Three Jenturies." p 174)

Ideas, however, having been presented to the child in accordance with the law of apperception must be reflected upon and absorbed. "' We prescribe the general rule give equal prominence to absorption and reflection in every group of objects, even the smallest; that is to say, emphasize equally clearness of the individual perception, association of the manifold, coordination of the associated, and progress thru exercise according to this coordination." (Ibid p 182)

Herbart holds that these psychological principles indicate four steps in education; "(1) Clearness, - presentation of facts to be learned is purely 'absorption.' (2) Association, uniting of these facts with previously acquired is mainly 'absorption';

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it includes elements of 'reflection,' (3) System, coherent arrangement of what has been associated in passive 'reflection', (4) Method, the practical application of the system by the pupil to new data is progressive or active 'reflection.'

In his famous doctrine of interest, Herbart shows how the child himself and his interests must be a matter of first consideration; only as this is the case will subject matter be of any value whatsoever. He bases instruction on the psychological principle of interest, - the interest which accords with the needs of the child. So very important a characteristic of Herbart's educational system is this doctrine of interest that a number of quotations will be given.

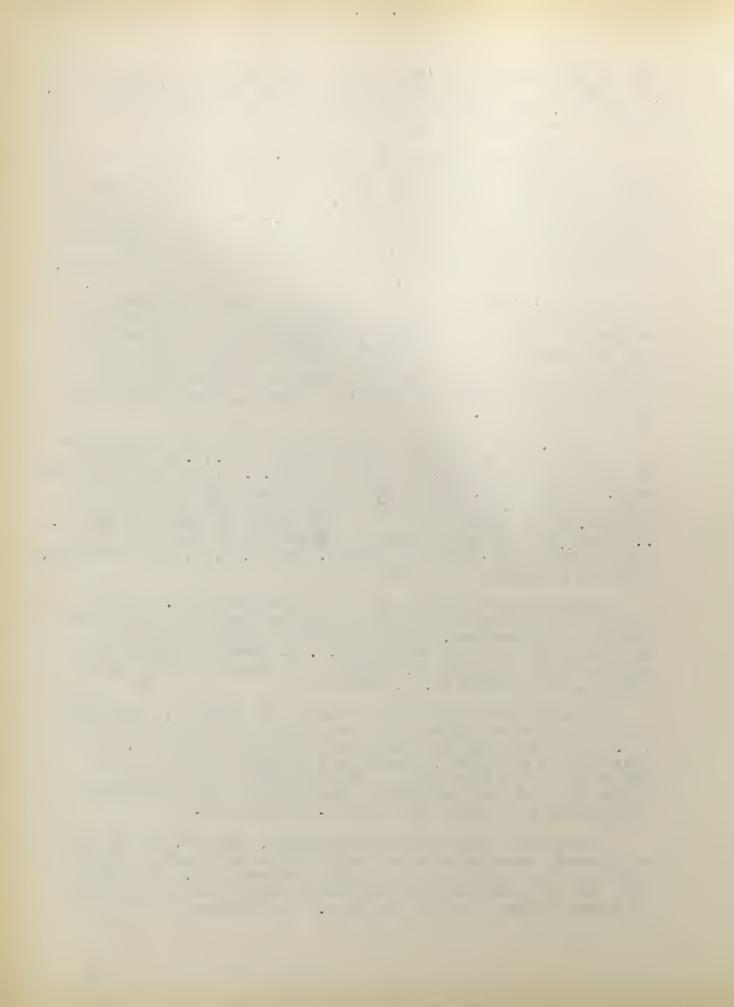
He says. Construction in the sense of mere informationgiving contains no guarantee whatever that it will materially
tounteract faults and influence existing groups of ideas that
are independent of the imported information. But it is these
ideas that education must reach; for the kind and extent of
assistance that instruction may render to conduct may depend
upon the hold it has upon them. " (1 Graves, "Great Educators
of Three Centuries." p 178)

again, "The essential condition of fruitful instruction is that it excites interest and attracts it. ... To interest is to arouse the hunger of the intellect. ... The term interest then, is two-faced, it belongs at the same time to the object which arouses the taste and the subject in whom the taste is aroused. It is interest which is the spring of mental activity. ... The activity which derbart denied to the soul itself he revived under the form of interest. "pp 47,46,49, (17, Compayre, "Herbart & Education by Instruction.")

Herbart values direct above indirect interest. "Direct interest is the true interest; it springs spontaneously from the things themselves, from the knowledge which the child gathers from his daily experience. ... these captivate the mind and hold it prisoner, while at the same time they arouse inspire, and quicken it. '(loid p 50)

Ho says that only direct interest is fruitful. "Indirect interest which we impose upon the child thru praise and blame leaves the mind in a relatively passive condition. It necessitates an effort, cometimes a painful effort in the effort which they make to maintain it (interest) they expend part of their strength, thus injuring the smoothness and clearness of their perceptions." (Ibid p 56.)

Not merely a few selected interests, however, are to be considered. Aerbart would not narrow down the range of subject matter as did so many of his formal presentations. He would lead the child out to rich and varied fields and inspire him to brouse in many fertile pastures. Since character is the



outgrowth of concrete knowledge, the subject-matter of the curriculum should cover the entire range of known ideas. Hence to correspond to the two main groups of interests Herbart divides studies as follows: (1) "historical", - history, literature, and languages, (2) "scientific", - including mathematics, industrial training and natural sciences.

He says "Narrow-mindedness is the inevitable consequence of education when it develops only one type of interest. It is evident, for example, that a mind will remain imperfect and limited if it is confined to speculative or religious interest without room being made for sympathetic cinterest. (17, Compayrs, "Herbart & Education by Instruction," p 52)

Also. "Scattering no loss than one-sidedness forms an antithesis to many-sidedness. Many-sidedness is to be the basis of virtue; but the latter is an attribute of personality, hence it is evident that the unity of self-consciousness must not be impaired. The pusiness of instruction is to form the person on many sides and accordingly to avoid a distracting or dissapating effect. And instruction has successfully avoided this in the case of one who with ease surveys his well-arranged knowledge in all of its unifying relations and beholds it together as his very own." (1, Graves, "Great Educators of Three Centuries." p 100)

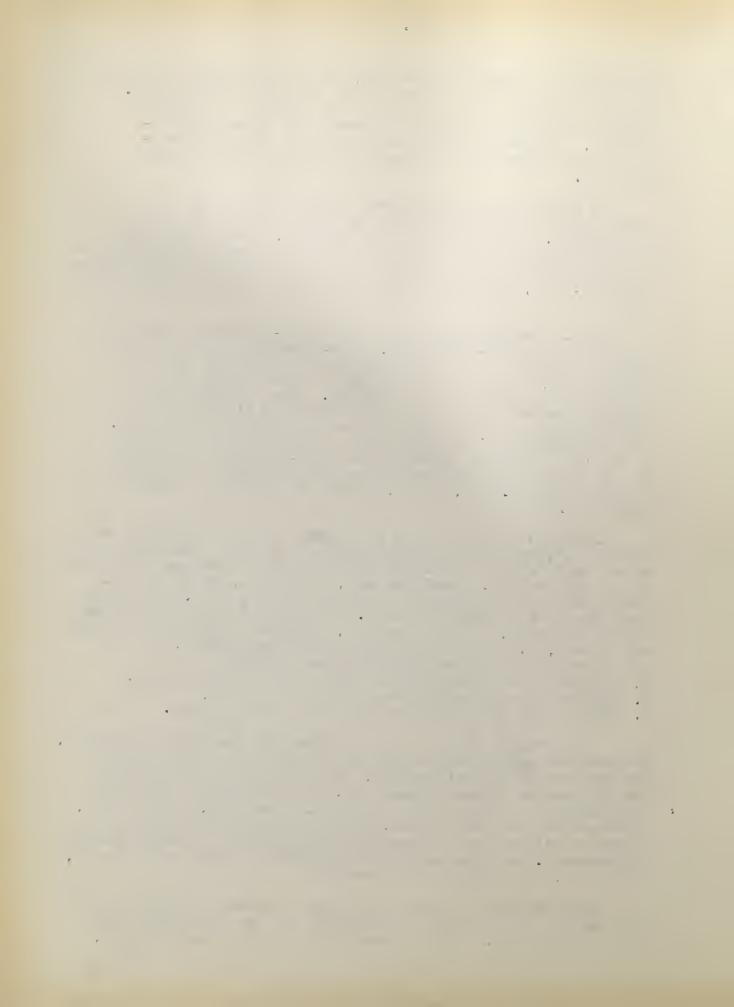
Now Herbart holds that interests spring from two main sources, "experience" which furnishes as with a knowledge of nature and "social intercourse" from which come the sentiments to our fellow men. Interests may, therefore, be classed as belonging to (1) knowledge, or (2) participation. "Knowledge" interests are classified as: a. "empirical" appealing to the senses directly, b. "speculative," seeking relations of cause and effect, c. "aesthetic" resting upon enjoyment.

(2) "Parcitipation interests are classified as:

- a. "Sympathetic" dealing with relations to individuals.
- b. "Social" including the community as a whole,
- c. "Religious" treating the relation to the divine.

Herbart has worked out a system of education based upon his conceptions of subject matter, the child and his interests, and his psychological capacities. He holds that there are four stages or steps of instruction: "clearness, association, systematization, and method. "Again he says there are three modes or methods of instruction: "descriptive'. "analytic, "and "synthetic", de says that teaching should successively "show, associate, teach, and philosophize."

of study to parallel the development of the individual with that of the race. This emphasis was taken up and applied.



especially in the hands of disciple Ziller, in the culture spoch theory.

the thereart believed the interests of the child himself to be superior to a dead subject matter has already been contended. Now, he held that it is the moral character of the child that is the great end and aim of all education. He says: The worth of a man is measured not by what he knows, but what he desires to do.

... If each act of the will is only an idea in action, an idea energized ... Acral character itself is only a collection, a grouping of ideas that tend to become active. (17, Compayre, "Herbart & Education by Instruction." p 62)

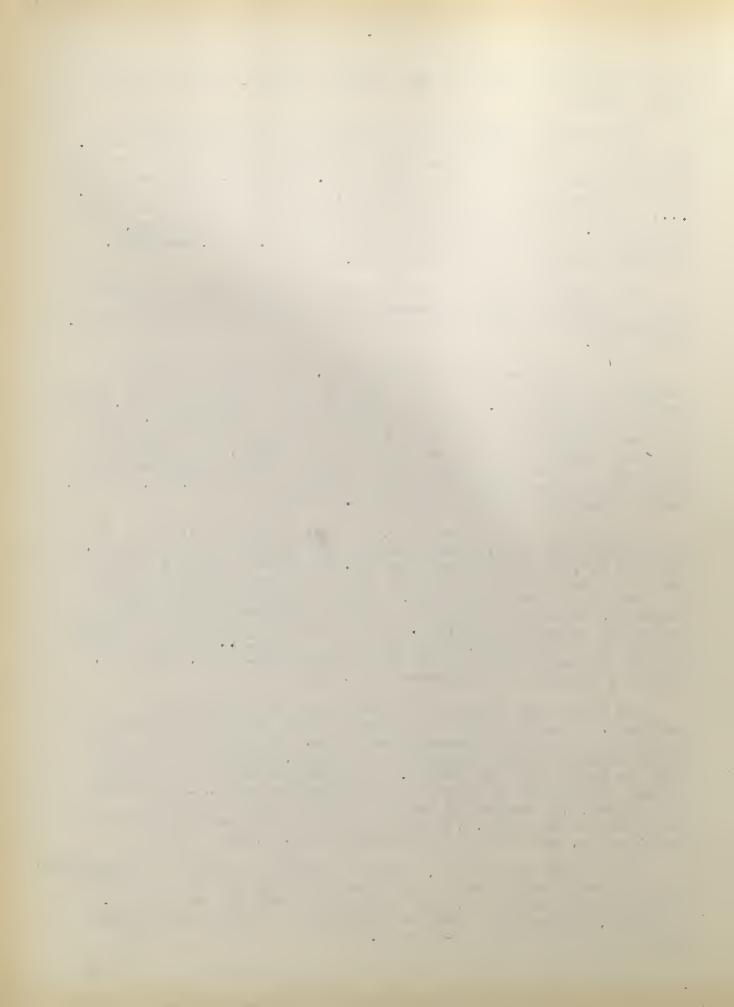
The child, however, is born without moral ideas as without will. "morality, like understanding as a whole is only the resultant from a series of operations, the product of experience." (Ibiā p 93.

His great educational publication, "Cutlines of General Pedagogy," opens with the term 'virtue' which expresses the whole purpose of education. virtue is the idea of 'inner freedom', which has developed into an abiding actuality in an individual. Hence as inner freedom is a relation between 'insight' and 'volition' a double task is at once set before the teacher. It becomes his business to make actual each one of these factors separately in order that later a permanent relationship may result."(1, Graves, "Great Educators of Three Centuries." p 175)

To clarify 'inner freedom', and the athical aim, he formulates four subsidiary concepts; "the efficiency of the will", "good will", "justice," and "equity." He has, however, rather a curious system of ethics for he holds that moral ideas are not the source of moral authority. A moral judgment is an aesthetic judgment, which is absolute, not requiring demonstration but asserting complete authority. '' he soon as an aesthetic judgment springs up in the scul, it is felt as a force. ... This is the gentle pressure that mankind calls conscience. ''(17, Compayre, "herbart & Adacation by Instruction. 'p38)

padagogy. As holds that horal addication is in direct and strict correlation with intellectual addication. In order, then, that moral addication thus accepted be possible, aesthetic judgment must be formed by instruction. In moral culture there are six things which must be done: '(1) support the child, (2) inclins him to act, (3) establish rules, (4) maintain in his soul calmness and serenity, (5) stimulate his intellect with approval and censure, and (5) warn and correct him." (1bid p 1 04)

As regards discipline, while he admits the need of 'government' which is repressive, he clearly distinguishes it from 'training' or real morel education, for which it is intended to prepare. Training, rather than constant repression or emotional appeals, shapes the will for self-control.



Herbart's position with regard to education as a means of ministaring to the enila's present like and interests or preparing for his future life has already been implied. A rich subject matter is to be used in order that it may build up a many sided life, - presumably adult. A functional psychology is to be accepted by the teacher in order that he may teach so that the child may learn; this learning is to develop him step by step until he reaches adult life. The child's interests are to be considered, in fact they must be considered if any real education is to result, but the goal of the teacher is a life, most probably adult, which has avenues leading out to all the worth while knowledges and activities.

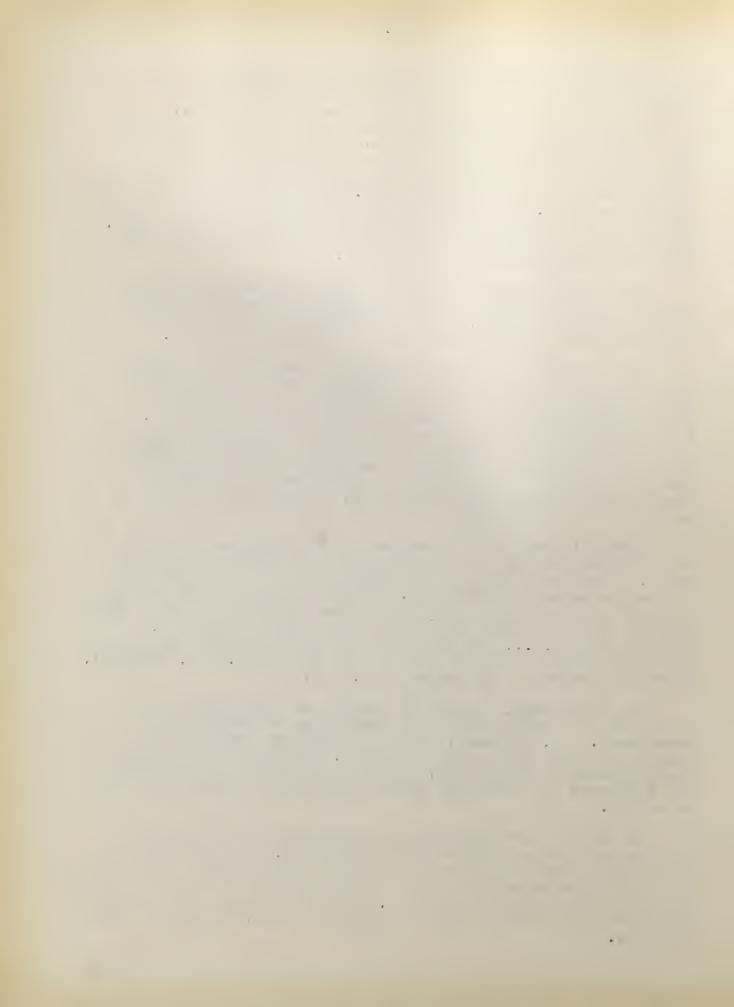
One of his reasons for developing a many-sided interest is that education has no right to hinder or limit in advance a man's future activity, and in consequence to narrow the attention of the child by keeping it on special studies.

The building up of the character of the child is to be the aim and end of education. That this is for the purpose of laying the foundation for the moral life of the adult seems quite clear from some of his ideas about discipline, for he advocates for the child a period of discipline, maintaining that it prevents the child from injuring himself and being unbarrable to others. He holds that punishment is permissable, but it should be wise and kind, and its goal should be the repentance of the child who may thus be able to develop into a moral adult.

herbart's great contributions to the doctrine of interest have already-been stated, but some further emphasis may be of value. Compayre points out his great service in working out a complete system of education. The cannot deny to him the merit of navin constructed a complete system with relationships well planded, full of symetry, all the parts holding together, leaving no gaps. ... he has taken the pains to say over again in systematic form truths known to all the world. (17, compayre, "Heroart & Education by Instruction." p 74)

his psychology, though not perfect is certainly a very great advance over the faculty psychology of Proebel and Pestalozzi. He, moreover, bases his education securely and soundly upon psychological principles. He shows that educational theories must be so founded. No great educator since his day has neglected the essential relationship between psychology and education.

be gives a new emphasis to the importance of the study of history and language, as well as literature. As considered Pestalozzi's emphasis upon the study of the physical world to be but a stepping stone to ris own 'moral revelation of the world." while the former made arithmetic, geography, and natural science his chief care, he preferred to stress history, literature, and language.



to accomplish in the life of the child. He believed that knowledges are valuable only by reason of their intrinsic utility. Compayre says, "Herbert, who had a blind faith in his theories and systematic notions, is most valued by us for detail in special subjects and wealth of practical observations," (17, Compayre, "Herbert & Education by Instruction," p 33)

He also contends for a well trained teaching force. To this end he worked out in connection with his university a practice school where teachers were given very thorough training in theory and practice. He says. "It is by meditation, it is by reflection and research, it is thru scientific study, that the educator must prepare his mind and heart to fit nimself to conceive, feel, and judge rightly the particular incidents, the special cases which he must meet in his career as a teacher." (Ibid p 42.)

He also by his own example as well as by his theories, stressed an educational principle which is generally recognized today, that of individual differences, de traced out the characteristic differences between unitaren and also chose marking young men, with delicate insight. The question of physical temperatment occupied hin; he distinguished seven classes of temperatment, four normal, and three abnormal.

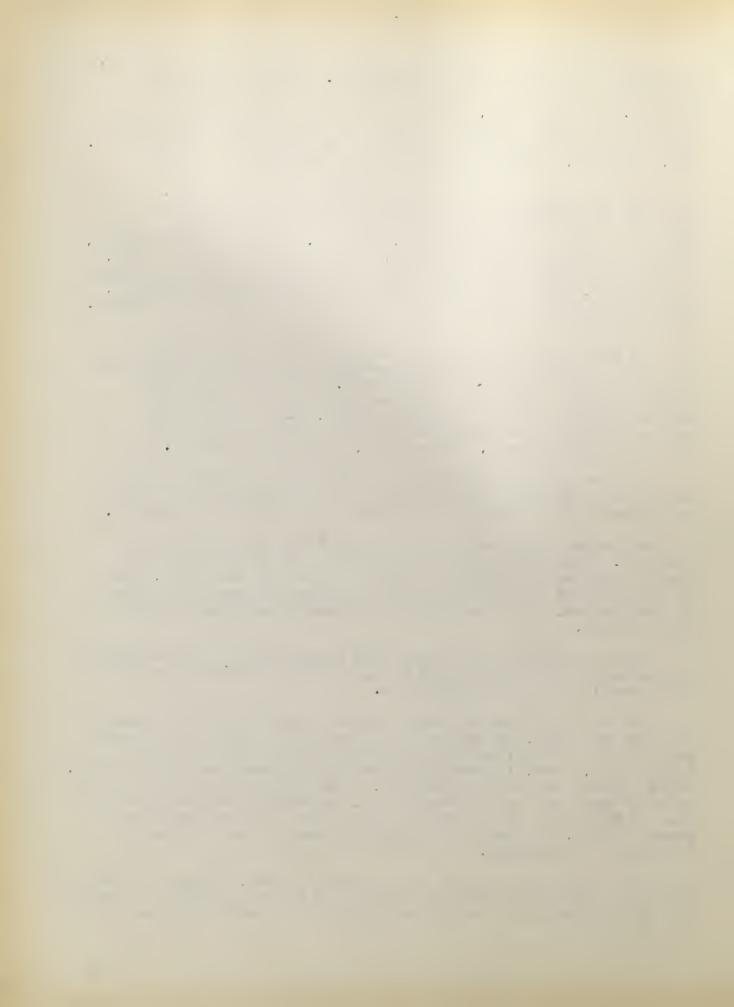
His doctrine of interest is fundamental to education; it cannot be overlooked if education is to be empthing but formal and divorced from the main currents of life and its inverests.

humanity. The moral ideas would give pirth by deduction to social ideas which would rule over nations and the world. Thus he foreshadowed how, by the end of a gradually expanding flood of instruction, a golden age would be established and spread step by step.

Inus he agreed with Froebel and Pestalozzi in his conception of the social significance of education, and Loreshadowed one of John Dewey's profound convictions.

dis emphasis upon character as the highest goal of education is of great value. He maintains. "Character consists of a man's desires, and he desires what he persistently trinks about. Instruction, then, is the principle of the formation of character." (Ibid p 101) we also pointed out, as wid Proebel, the connection between character and self-activity, "A maxim is efficacious only when it has been, so to speak, lived, when personal action has given it life." (Ibid p 102.) Again stressing one of bewey's fundamental principles.

What would be the fate of our young friend, simmie, in the hands of Herbart? he certainly would not wander at will, following his own inclinations, as Rousseau would have permitted him, or be



allowed freedom to investigate and experiment as Freebel and Pestalozzi urged. He would have presented to him much more history and literature than sense objects or manual training tools. He might even be exposed to domer at quite a young age.

de would not, though, be plunged headlong into this or any other subject as into an icy bath. The teacher would carefully prepare his mind for this as well as all other instruction. She would furnish him with ideas which he needed to make new subjects clear. Also she would help him to relate his ideas. If she were to teach him about a cow, she would also teach him about the green meadow where he fed, the brook from which he drank, the grain which furnished him winter food, and the stable which sheltered him as well as countless other things.

She would see that he had many particulars in order that his mind might do its work of organization properly, - so that he might have general notions full of rich content. Also she would not neglect his interests. If she taught him Homer, - his mind having been carefully prepared according to the law of apperception, - she would also teach him about the move mentioned cow. Not only so she would teach him about a wide number as well as variety of things, - the history of his own as well as of other countries, how to reckon the grocary bill, how to find his home city on the map, how to sing, how to speak and write correctly, and many, many other things. In fact so many things that, perhaps, he might conclude. "of the making of books, and of learning there is no end."

Yet in all she would especially try to develop his love for the beautiful, to teach him beautiful congs and poetry as well as show him lovely pictures, in order that he might form the proper moral judgments. All her instruction would be given with the purpose of helping Jimmie form a high moral character.

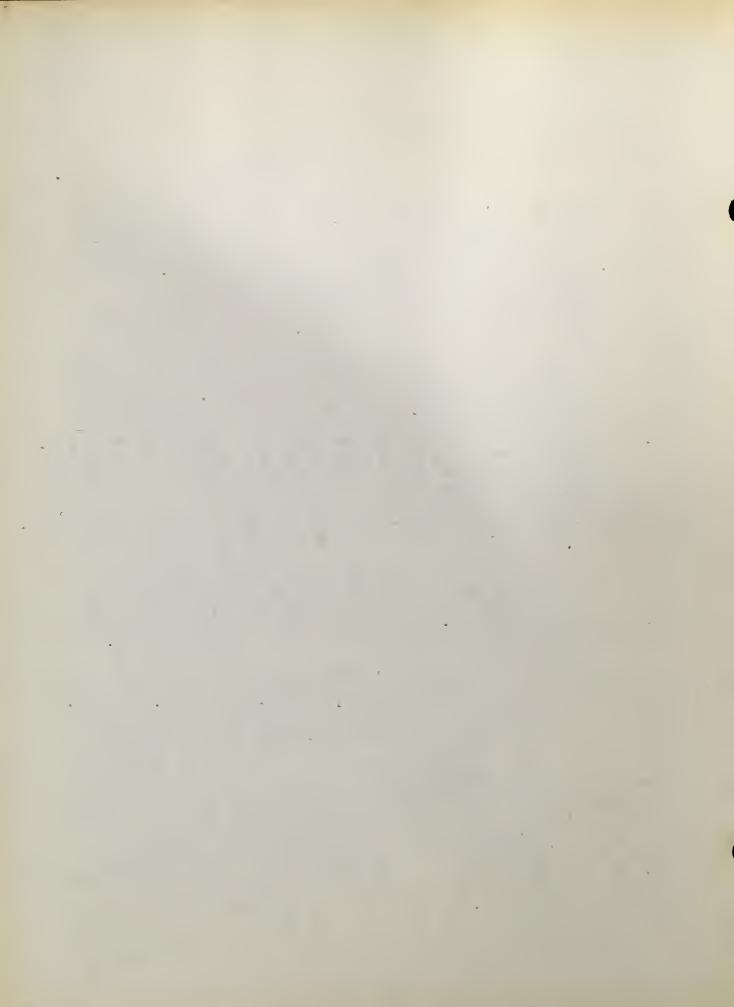
dith regard to the scale, Herbart is evaluated as follows:-

I. II. IV.

Theory & Value of Proportion Product of Practice. Point Falling at II X III

This Point

- 1. Subject matter as center (5 logical, complete devel- (5 opment, Child not in picture at all, Fixed course of study.
- 2. Subject matter the aim (13 but modified to suit child's interest.

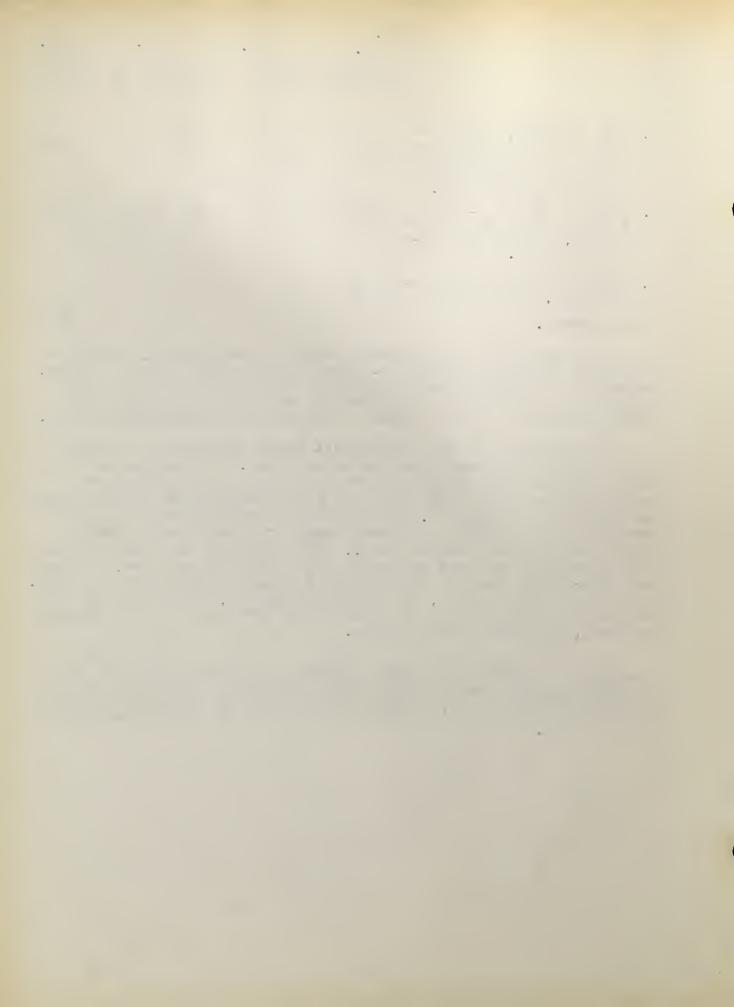


3.	1. Theory & Practuce.	II. Value of Point	Palli		IV. Product of
3. Aim as in #2, but further modified by adaptation to local appeals and other attractive approaches for child.	(25	50	25 20	45	2250
4. Child as center - but definite sims for socie health, worthy home membership, etc.	ty (50 -	100	20	30	3000
5. Child as center - no restraints, te cher follo	- (25 73(25	50			695 - montholikarineren kilonomikar
Total credit.					5575

Like his great predecessors whom we have studied, Herbart abandoned class #1 completely. Much as he valued subject matter, especially literature and history, it was not for its own sake primarily, but because he believed it was a sort of storehouse which contained goods of actual value for the present generation.

which must be apparent from the above study. Yet surely no labored mightily to adapt subject matter to the psychological nature of the child. We have seen how carefully and painstakingly he worked out his system. So earnest was his desire to reduce education to a carefully ordered system that he almost ron the risk of making it a static thing. His principle of appearention and insistence upon the paramount importance of interest, - direct and many-sided, seem to entitle him to much credit under class #3. He is given full credit, 25 points for theory, and, since he did not personally carry out his theory but left that to his practice teachers, 20 points for practice.

since he really did occasionally rise to the height of the conception of the child as the center of education, as well as the extreme importance of his moral education, and education for society, Herbert is given credit under class #4.20 points for theory, and, because his ideas ran ahead of his practice. Points for practice.



dorace Mann.

Not because he orginated any new theory of education or plazed the trail of any unique and valuable educational practice does Horace Mann deserve a place among those who have very greatly contributed to the cause of the freedom of childhood from the bondage of ignorance and education illy adapted to his needs. But rather because of his services as a statesman and public agitator of the cause of the child and his proper education.

Hinsdale says that the master forces in his life were: faith in Jod as infinitely wise, true and good; faith in man as indefinitely improvable; faith in knowledge and teaching as conducing directly and powerfully to man's improvability; and faith in his own duty to glorify God by ministering to the improvability of men. (20, "Hinsdale, "Horace Mann & The Commonschool Revival in the United States." p 103)

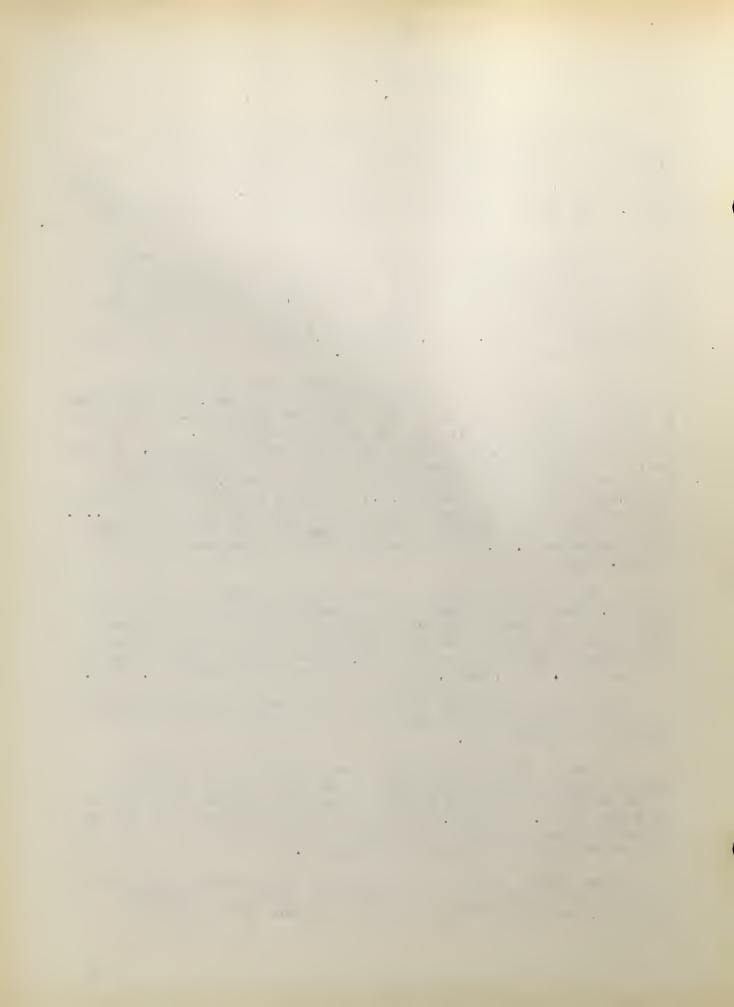
At a time when the schools of massachusetts were quite inadequate in every way and very poorly organized, he was chosen to be the first secretary of the board of Education. His labors in that position were varied and Simply prodigious. He was profoundly impressed with the importance of his mission, "Should he (the commissioner of education) bring forth the germs of greatness and of happiness which hature has scattered abroad, and expand them into maturity, ... should he be able to teach even a few of this generation how mind is a god over matter ... how the whole life depends upon the scale which we form of its relative values ... what a perpetuity of blessings he would confer." (Ibid p 112)

de saw very clearly the necessity of a state system of schools. "There government has not established any system of education, the whole subject of course is left to individual enterprise, in such cases the majority will be left without any adequate means of instruction, nence the mass will grow up in ignorance." (27, mann, "Annual Reports on Education 19256.

child an at school, poor condition of school buildings, and absence of swarvision.

To awaken interest in the cause of education in Mann plunged almost immediately into a lecture tour of the state which he carried through despite many discouragements and lack of corporation. Much year of his tenure he made a circuit of the state spending himself freely in his efforts to Arouse and inform public needs regarding education.

After seven years he succeeded in introducing a system of teachers institutes into the state as a means of improving teaching, and thereafter constantly served as an efficient



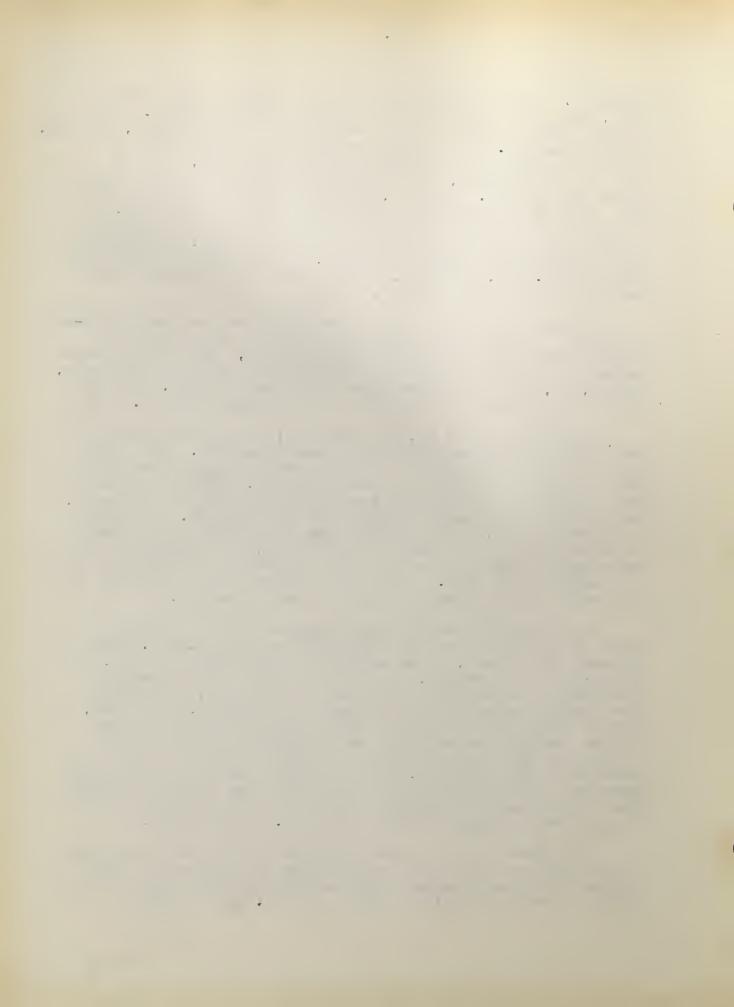
lecturer. no also founded the first public normal school in 1838, securing a private gift of ten thousand dolars. To founded three normal schools eventually, at Framingham, well pole, and bridgewater. The course consisted in a review of the common branches from the teaching point of view, work in educational theories, and training in the practice schools under sypervision. He said, 'I believe Normal Schools to be a new instrumentality in the advancement of the race. I believe that without them free schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and thus die out in fact and in form. '(20, Hinsdale, 'Horace mann & The Common School Revival in the United States, p 100)

Another of his services as secretary was the establishment of school libraries throughout the state. Semi monthly be issued significant educational publication, The Common School Journal", spreading information concerning school improvement, school, law, and the proceedings of the state board. Much of the writing in this magazine was done by mann himself.

Perhaps the most outstanding service which he rendered as decretary was the issuing of his annual Reports. They were written for the purpose of creating public opinion regarding public schools, and guiding public action. They were by law to give information concerning existing conditions and progress, and to discuss approved methods and organization. They fill a thousand pages. While practically every educational topic of importance at the time was dealt with, his suggestions as a whole maintained a definite point of view and a connected body of practical doctrine. They were read with great interest in all parts of the united States and even in Europe.

A few quotations from these reports will be given in order to give some idea of their nature and contents. "No richness of climate, no spontaneous productivity of soil, no facilities for commerce, no source of gold or of diamonds garnered in the treasure chambers of the earth, can confer even worldly property upon an uneducated nation." (27 Mann, "Annual Reports on Education. 19562) "We know that all the wonders and glories which nature displays in her majestic course are only sources of superstition to those who have not learned her sublime laws." (Ibid p 566) "There is no earthly power but education which by supplying these wants can rescue the human race from sinking as much below the brute creation as they were designed to rise above it." (Ibid p 567.

The great body of vices and climes which now stain and torment the community may be dislodged and driven out from amongst us by such improvements in our present common school system as we are abundantly able to make." (Ibid p 509)



Mr Mann maintains that among the evils resulting from lack of aducation are: class distinctions, crime, inability to enjoy the better things of life, and poverty.

From these Reports as well as his other writings and speeches, his conception of the place of the child and of subject matter in education may be gathered. That he considered the child and his interests to be of superior importance to subject matter is clear from his words. 'If I can discover by what application of means a non-thinking, non-reflecting child can most surally be trained into a noble citizen, ready to contend for the right, ... my ministry has not been wholly in vain." (20, Hinsdale, "dorace mann & The Common School Revival in the United States." p 114) His faith in the educatability of the child he clearly expressed, "I have faith in the improvability of the race, - in their accelerating improvability." (Thid p 112)

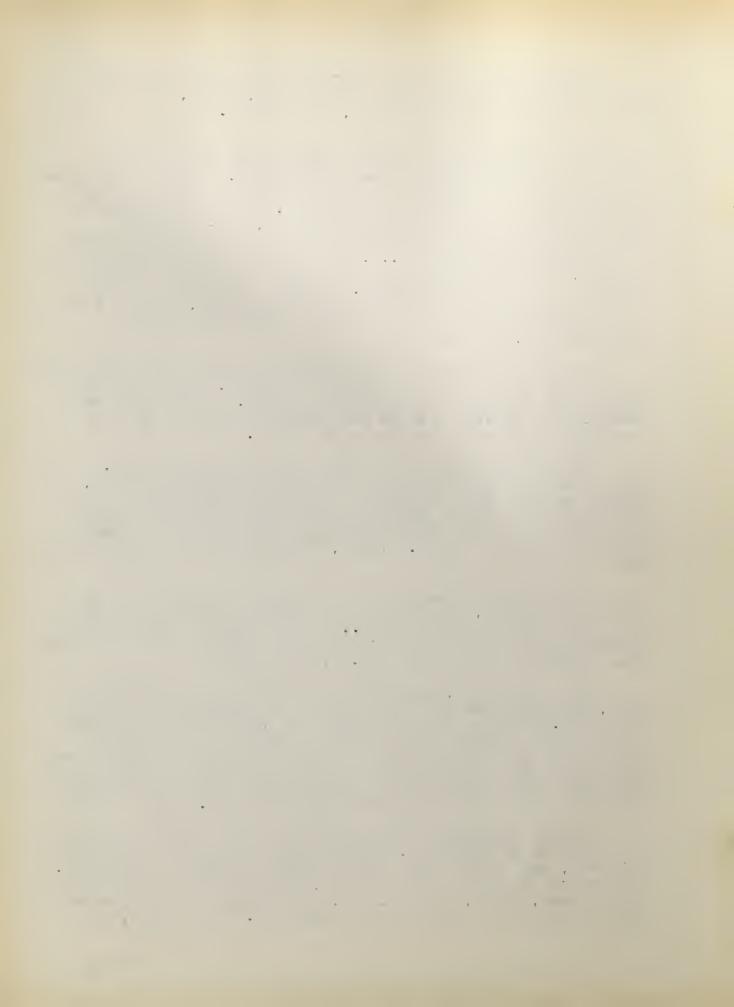
For subject nature in an of itself he had little use; rather he believed in the practical uses of studies. He placed small stress upon discipline and culture as such. Bookkeeping he preferred to algebra because the children could use it, and surveying to geometry for the same reason.

He saw the necessity of linking education with life. Ordinarily lessons are Studied from textbooks mechanically, "The pupils rehearse from memory with suspicious fluency; or being asked for some useful application of their knowledge, some practical connection between that knowledge and the concerns of life, they are silent." (mann, "Annual Reports on Education" p342)

de advocated education which properly stimulates and informs the child, "Instead of any longer regarding the earth as a huge mass of dead matter... its beautiful and boundless diversities of substance, gradually dawn forth, until at length they illuminate the whole soul." (Ibid p 342)

Like Pestalozzi, whose methods he studied in his foreign tour, he recognized the necessity of utilizing the senses of the child. "Improvements in the art of teaching have consisted in supplying interesting and useful instead of mischievous occupations for these senses as well as faculties. Experience has now proved that it is much easier to furnish profitable and delightful employment for all these powers than it is to stand over them with a rod and stifls their workings." (Thid p 304)

He also recognized with Herbart the necessity of arousing the interest of the child. "Take a group of little children to a toy shop, and witness their authorsting eagerness and delight. To the exclusion of food and sleep, they will push their inquiries antil shape, color, quality, as, and substance both external and internal of the objects are exhausted." (Ibid pp355, 356)



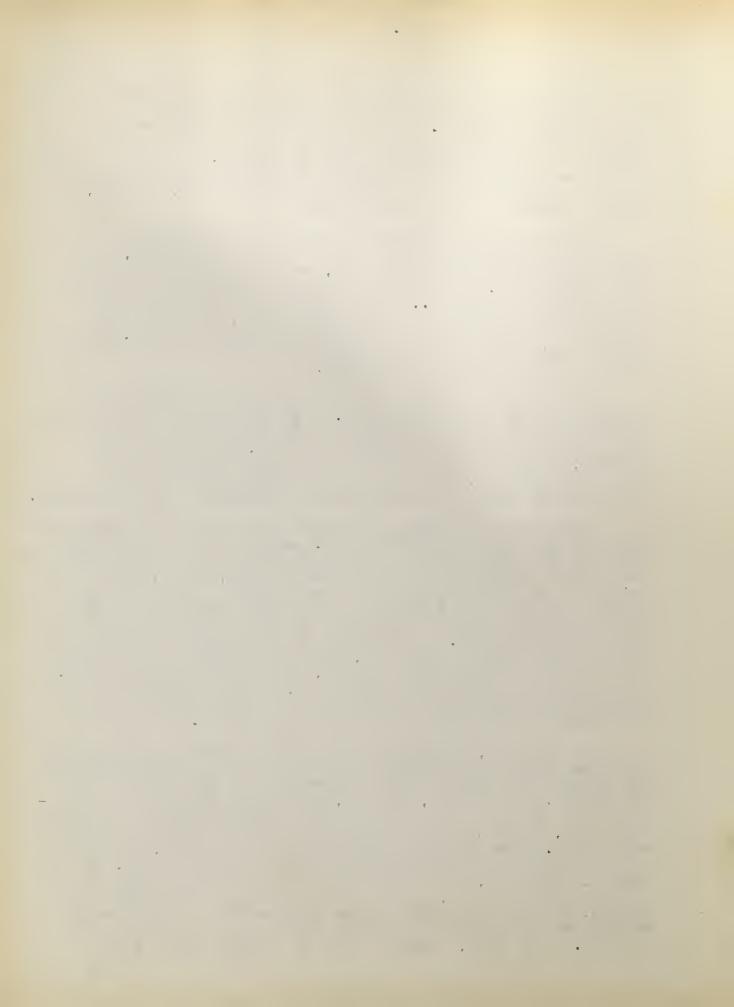
He avidently reached the conclusion which restalozzi had already arrived at that mental and manual activity often proceed together. "It is much easier to keep the eye and hand and mind at work together than it is to employ eigher one of them separately from the others. A child is bound to the teacher by many more cords, the more of his natural capacities the teacher can interest and employ." (27 mann, "Annual Deports on Education." p 304)

His visit fo the schools of Prussia strengthened his belief in the necessity of the training of the teacher, "The prussian teacher has no book, he needs none; he teaches from a full mind. He cumbers and darkens the subject with no technical phraseology. ... He connects the subject of the lesson with all kindred and collateral ones, and shows its relations to the every-day duties and business of life." (1bid p 342) He was much impressed with the art of questioning which the Jerman teacher possessed.

He spent much time in studying more improved methods of teaching during his formion tour. The following are pedagogical improvements which he advocated: a new method of teaching rauding; the use of supplemental material, the teaching of science; objective, idlustrative, and oral teaching in the elementary schools, more rational and humans methods of disciplining, and less generalization and more concrete teaching.

The improved methods of tauching the various school subjects which he advocated are significant. He held that it was folly to teach the alphabet before teaching reading. In arithmetic the teacher should begin with object lessons, cabes, and so on; processes and rules should not be separated. Includes of the school. Children should proceed during all the activities of the school. Children should learn to write and to draw together as each skill aids the other. In the teaching of geography the teacher should begin with the familiar; geography should be traced out into its confections with commerce, manufacturing and history. In the study of nature and of society, a good teacher may begin with any subject which is familiar to the child and lead out indefinitely to broader and broader information.

Thus ar Mann, though not primarily an educator, studied and embraced many of the advanced viewpoints of the great educators. He held subject matter to be subordinate do the interests of the child. He did not, however, reach the conception of education as a majors of ministering to the present life and needs of the child, rather it was a preparation for complete living in adult life. Then such a student goes out into life, he carries as it were a plan or model of the world in his own mind. He cannot, therefore, pass either blindly or with the stupid game of the brute creation, by the grot objects and processes of nature, but he has an intelligent discernment of their several existences and relations and their adaptation to the uses of mankind." (27 Mann, "annual Reports on Education." p 115)



Horace Mann's great contributions to the Doctrine of Interest must be already apparent. He assiduously devoted himself to the awakening of a public sentiment in favor of education. He maintained that all improvements in the school suppose and require a corresponding and simultaneous improvement in public sentiment. To this task he set himself with unlimited devotion and noral earnestness.

This arousing of public sentiment resulted in the reduction of expenditure for private schools from sevent; - five to thirty-six percent, the raising of salaries of teachers sixty-two percent, the expansion of school attendance, and the establishment of fifty new high schools. He said, "I believe in the absolute right to an education of every human being that comes into the world." (1 Graves, "Great Educators of Three centuries." p 263)

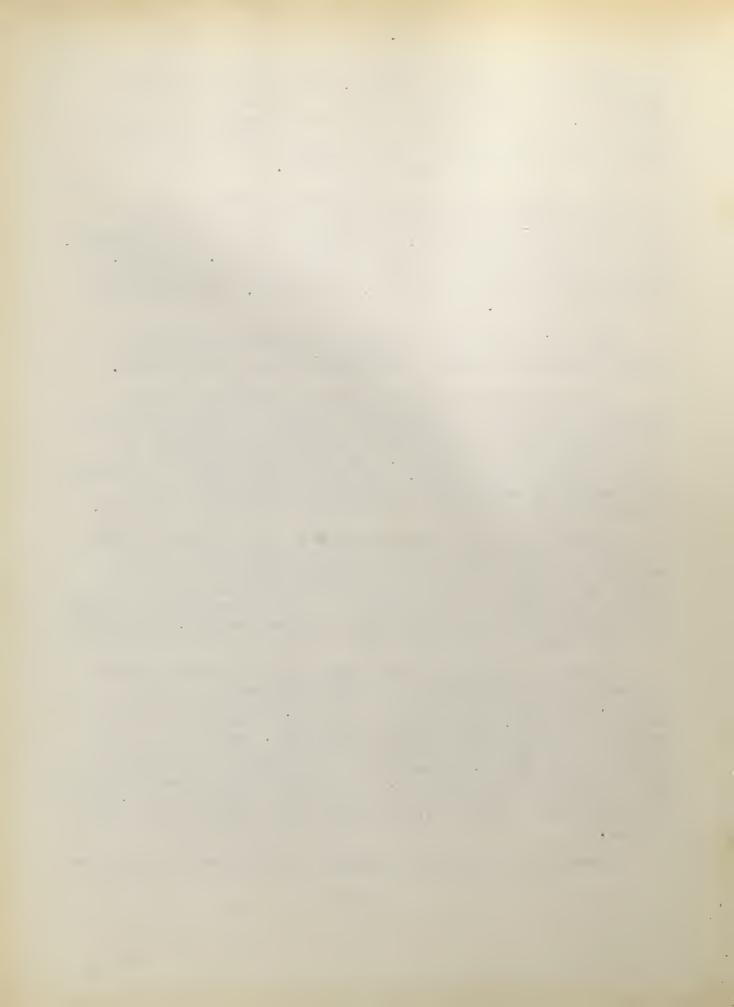
His agitation also resulted in the great improvement of the material equipment of schools, - well constructed school buildings properly ventilated, lighted, and heated.

He also advocated and did much to inaugurate in the schools, new methods of teaching, and better text books. Though not nimself an educational theorist, he made practical and brought into use many of the contributions made to equational theory by others. He also set a precedent in education for other states. The rest of New Angland, following the example of massachusetts, began to centralize its educational administration with a state poers and secretary.

Horace Mann would surely have been a very great friend to Jimmie. Jery likely Jimmie might have been one of the very large number of children in massachusetts without any school privileges. He might have been bound out to some village shoe coppler and compelled to work long nours fetching and carrying for his master, with no books to read, and nothing to think about out the small talk of his master's customers.

Perhaps he might have been permitted to attend a poorly heated and illy equipped school for a few months in the winter, getting childlains on his feet because the floors were always cold, and an ache in his head because he had to memorize long passages from dry textbooks. Mann would have provided him with a school adequately equipped, taught by a teacher whos, mind was kept alert by educational literature, and training in an institute. He would be encouraged to study the subjects which would be of most practical benefit to him, and provided with a school library which would open up new fields to him.

According to the scale, ar mann is evaluated as follows:-



	Phiny & Practice		Fall		Pr duct of II & WII.
1.	outhject mairer as denter (5 logical, complete devel- (5 logical, while not in the ture at all. Fixed course of study.	10	_5	5	50
2.	Subject master the aim (12 out modified to spit (13 child's interest.	25	12 13	25	025
3.	Alm as in #2, but fur- (?5 ther mode fied by adapta- (25 tion to local appeals and other attractive approaches for the child.	50	25 25	50	2500
4.	child as center - but (50 definite aims for society(50 neulth, worthy home mombership, ste.	100	10 10	30	2000
5•	Child as canver - no re- (25 straings, taacher follows(25	20			designation constitution or constitutions
10.	tel credits.				5175

1. 37.

II.

III.

Although ne was not primarily an educator and his services were more in the nature of educating public sentiment in favor of the school and organizing the school system, he is evaluated on the basis or the theories which he accepted and the practice which he succeeded in setting the teachers in the state system to carry out.

Though he emuraced theories that left class #1 letind. ha could not completely escape from it, and so is given 5 points in that glass, he accented ing nringing that subject of ther must be modified to meet the needs of the chilf, for which is given tull eredit - 25 points - un or calso 2. In his foreign trevels in which he studied the system of the Jerman schools whore lestalognis principles were being carried out, he readily adopted educational theories and but them into practice so that it seems only thir to award him 50 credits under class 73.

He was cereamly deeply impressed with the importance of the child named I and passionately pledded to his cause. Also he realized the importance of morel training and training the child for working membership in society. He is, there ore, given 20 craines, 10 for cheary and 10 for practice under class #4.



Chapter VII.

Charles De Jarmo.

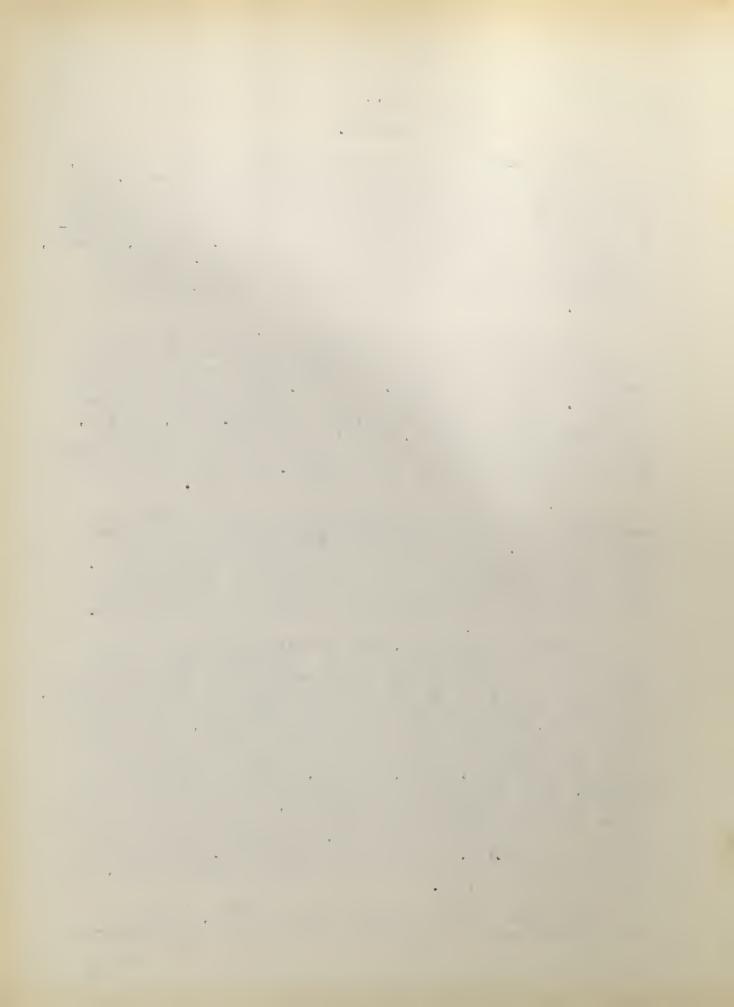
Charles De Jarmo is one of the greatest of the educators, who followed more or less closely the school of Herbart. He is like Herbart in his emphasis upon the necessity of a rich intellectual content of education to be acquired by the child in accordance with psychological laws, and by means of a carefully worked out system of educational method. He has, however, arrived at a more tenable functional psychology. Like his predecessor, he is a truly great educator who has made a distinctive and valuable contribution to the Doctrine of Interest.

While recognizing the supreme importance of the child over pure subject matter, he is firmly convinced that it must be intelligently utilized in the nourishment of the child's mental life and development. He says. "New knowledge must be imparted. Old predicates must be supplied with new subjects in which predicates are not already involved." (12, DeJarmo, "The Essentials of Method." p 38) Although the child upon entering the school has already a fund of knowledge, it is often extremely limited as well as erroneous. It is the function of the school to correct and enlarge this knowledge.

His contention of the necessity of a rich content of knowledge reminds one of Herbart's insistence upon a many-sided interest. Also, like Herbart he insists upon the imperative necessity of founding education upon psychology. The child's senses must not be neglected for they are the very first source of information; they must, however, he supplemented by the inner mental perceptions of the child.

He claims, therefore, that the starting point of knowledge is the individual notion, The main point in this whole matter is that our knowledge starts with the individual notion whether it is of the things of sense, or their relations. or of the concrete embodiment of any purely intellictual or moral truth. (Ibid p 17) From the individual, the mind of the child advances to the general notion, of which the noun is the expression, for by it the knowledge of one person is conveyed to another. Nouns, however, differ in extent and in contant, "Thus the term animal embraces a far greater number of individuals than the term quadruped, but at the same time there are fewer characturistics which are common to all unimals than are common to all quadrupeds. The term cat is less than quadruped in extent, but is richer in content. (Ibid p 20) It is the function of education not only to widen extent, but also to shrich sontent.

With regard to the general notion he says, "Lan's intel igence sees the general in the particular; it discerns



the common characteristics necessary to the notion of each individual, and by reflection forms a general conception. This fact, as we shall see, has great significance in education, and must never be forgotten, '(12, Defarmo, 'The Essentials of Method.' p 22) This general notion applies not only to maserial, but also to intellectual objects.

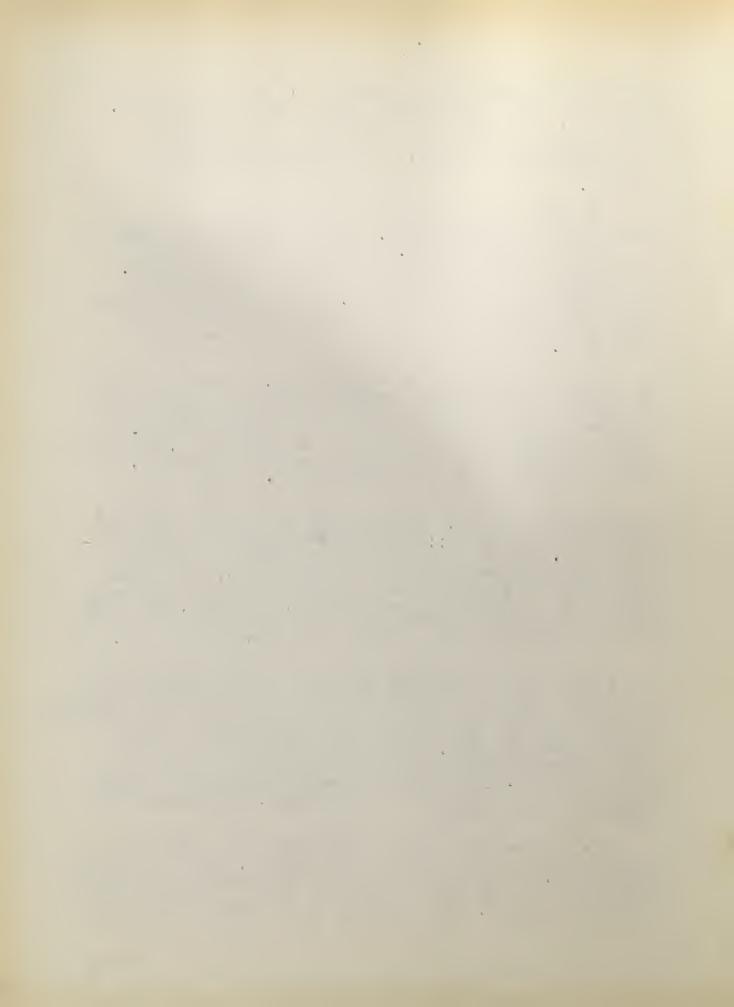
The mind has specific laws of action which vitally affect the educative process. Very important among these is the law of apperception. 'Perception gives us the individual notion, conception or reflection the general. But to receive a new perception, or individual notion is not necessarily to understand it. This new perception must enter into certain relations to knowledge already in the possession of the mind before it can be assimilated or understood. '(Ibid p 25)

Thus he concludes, "We may say then, in general, that the amount of information conveyed by any given predication depends upon the wealth of content and the implied breadth of extent which the predicate term has for the learner. (Ibid p 28) Also, 'Appercept on is the squadration, under a predicate which is more complete in content and extent, and which is usually older and more familiar." (Ibid p 28)

Thus the law of apperception has various bearings upon the educative process. The new knowledge is not always subsumed under the old; rather does the reverse order sometimes hold. In general the older and broader predicates give the main significance to the new subject, but the new also gives added significance to what was normerly known. (told p 29) Iducational methods must, therefore, take into account this law of apperception if the pupil is to comprehend what is presented to him, as well as be interested in it.

Upon the basis of the psychological make-up of the child the teacher must use the methods of: '(1) the preparation of the child's mind for a rapid and affective assimilation of new knowledge, and (2) the presentation of the matter of instruction in such order and manner as will best conduce to the most effective assimilation." (Ibid p 32) Preparation seeks to recall former knowledge which gives meaning to that which is to be presented. If a lesson is to be assigned, the proper time for preparation is at the assignment, otherwise at the beginning of the lesson.

Mr. Do darno enumerates, in accordance with his usual habit of systematically working out methods, specific means of preparation. It must include a clear and attractive statement of the end to be attained in order to excite expectation and stimulate interest. The knowledge to be presented should be



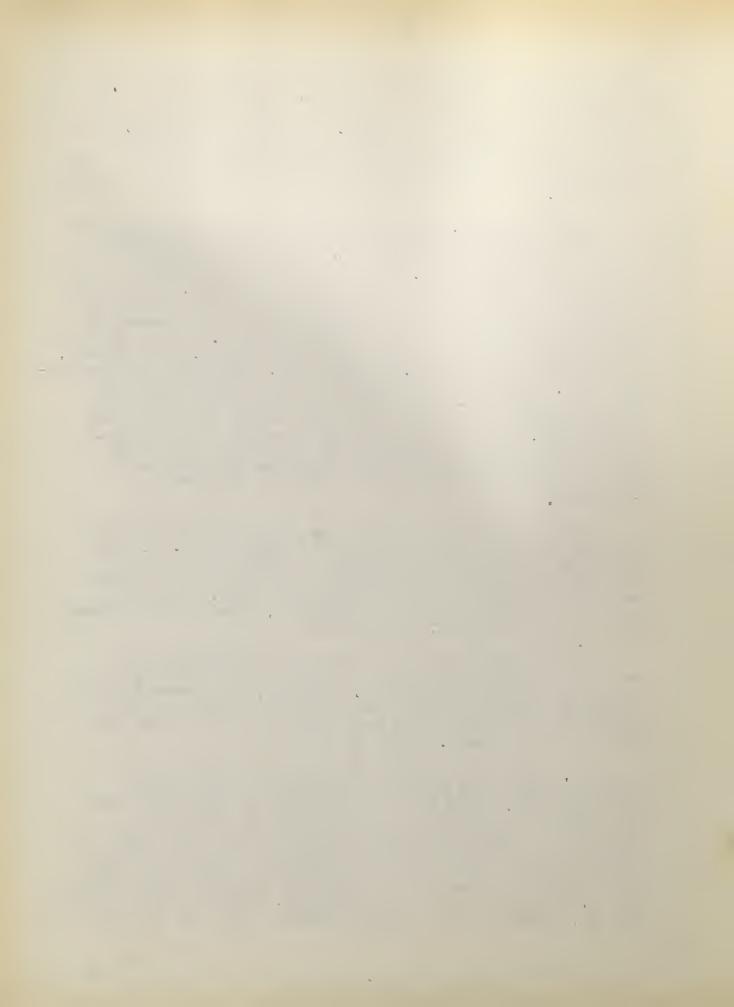
given in a clear and connected sequence because this is in accordance with the laws of the mind. The preparation and the new lesson should not be intermingled; otherwise confusion and lack of interest will result. It should be complete and adequate so that tiresome explanations may not be needed later. The best method is a free interchange of question and answer between pupil and teacher, as then the pupil's interest is aroused.

Presentation is, of course, the important thing to which preparation has been leading up for facts must be presented to the child in a menner that will make them understood and thus readily assimilated. This necessitates attention to what De Jarmo calls the "law of successive clearness". The matter of instruction must not be presented in the mass but in small logically connected sections to each of which in succession the pupil should give his undivided attention. In this way, one by one individual nations are clearly percaived." (12 Delarmo, "The Assentials of Method." p 41) Also. The matter of instruction must, therefore, be presented in natural subdivisions thus giving resting-places which allow the mind to recover from its absorption in the individual and to fortify itself against distraction by bringing its knowledge into wholes." (Ibid p 42) The arrangement of the material in a natural series is also a most important matter as thus the law of association is observed, and the material more readily remembered.

The individual and the general notion are both very important in his conception of educational method. 'If the drawing out process means anything it means the passing from the particular to the general, the transition through reflection from individual to general notions. If pupils perform this transition but imperfectly, however, they become lost in the individual."(Ibid p 47)

The individual notion is the basis of education, it must be so treated as to lead to the general notion which is one of the quests of knowledge. He says, 'The necessity of proceeding from the individual through reflection to the general as an educative process has always been recognized by the great thinkers." (Ibid p 49)

Now, in order to proceed from the individual to the general notion there must be some common element which unites the two. This he illustrates by the syllogism, "When the process of apperception is analysed, we find that it begins with a tentative identification of the new object of perception with some well known object, through the mediation of the second figure of the syllogism; and that this first identification is verified or rejected by means of the first figure."(Ibid p 55) He thus maintains. "If the present view is correct, there must be constant progress from the individual to



the general at all stages of school life. There must also be a constant progress in the character of the general, from those primary stages ... up to the complete, scientifically perfect general notion." (12 Deparmo. "The Essentials of Method." p 59)

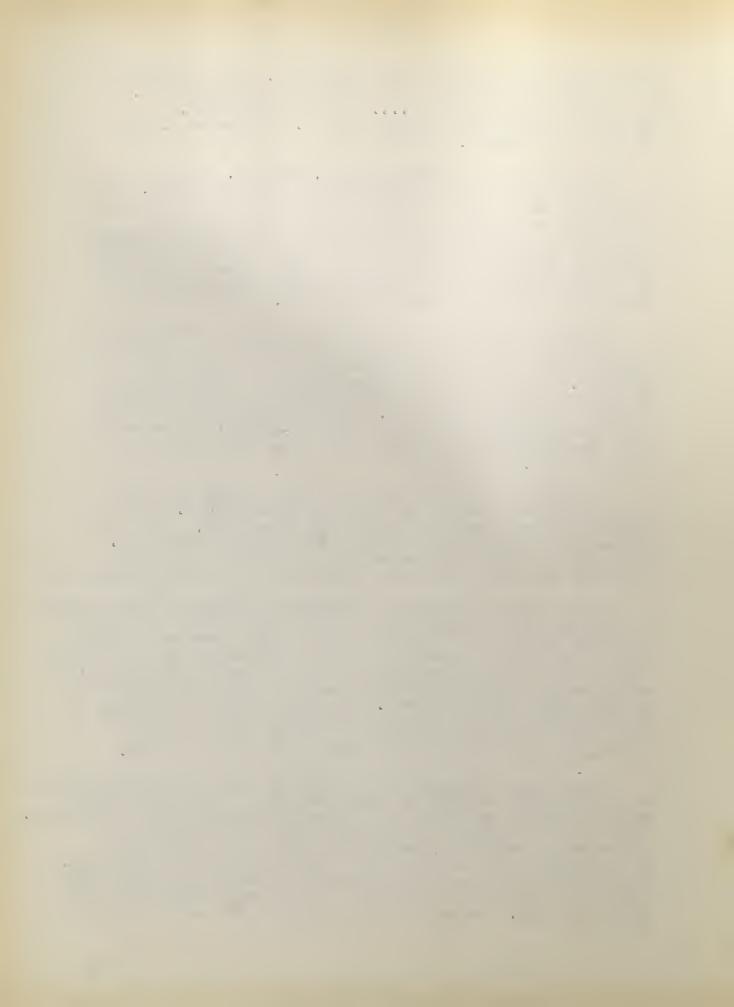
The educative process must not, however, stop with the passage from the individual to the general notion, but must learn how to again return to the individual notion for "It is the custom of our times largely to neglect the application of that which is learned; consequently the ever-repeated complaint that though our youth indeed know a great deal they can do but little, they possess indeed knowledge but little capacity and readiness to act, and upon leaving school the knowledge largely disappears." (Ibid p 67)

Therefore, only by the ability to pass as freely from the general to the individual as the opposite is education linked up with real life and the ability to solve its problems. 'It is needful to practice a wide application of general truths on account of the bearing of such practice upon all the affairs of life. The mind must be trained to distinguish the essential from the non-essential, the valid from the accidental or falst at all times and under all circumstances. (Ibid p 69)

This return from the general to the individual notion is also valuable because it coordinates knowledge." To a greater or less degree all knowledge is related, all visdom has a bearing upon every great interprise of life. To bring the mind to the consciousness of this unity of knowledge is one of the great functions of the school" (Ibid p71)

With regard to Dedarmo's conception of education as a means of feeding and developing the child's present or adult life it is rather difficult to judge. Since in his treatment of the transition from the general to the individual notion he stresses the importance of application of what has been learned, it would seem that he held that education must accord with the child's present stage of development. It seems probable that he believes that education is only possible when it is suited to the child's age and progress, and that it will through ministering to present needs prepare him for adult life.

That Charles Defarmo made unique and very real contributions to the Doctrine of Interest must certainly be seen even from the above brief resume of his outstanding educational conceptions. Like his great master, Herbart, as well as his more remote predecessor Pestalozzi, he insisted upon the necessity of basing educational methods upon a well thought out psychology. With Pestalozzi he recognized that the senses have a very real function to perform in education, but he made them merely the starting point. Perception was conserned not only with sense



objects, but also with ideas. That these ideas be clear cut and rich in content he insisted as had Herbart before him, for they were the tools of knowledge. Perception must, however, be followed by reflection and reasoning; new ideas must be presented in accordance with the law of apperception. The laws of association must be regarded and ideas presented in such a way as to enable them to function properly to the end that retention in memory would be insured.

Ideas must also be presented in accordance with the principle of the unity of knowledge so that a well knit body of knowledge might be the result. Thus to the child was to be imparted ideas which he could assimilate, reflect on, and build into a useful system of knowledge which should equiphin for a useful and satisfying life.

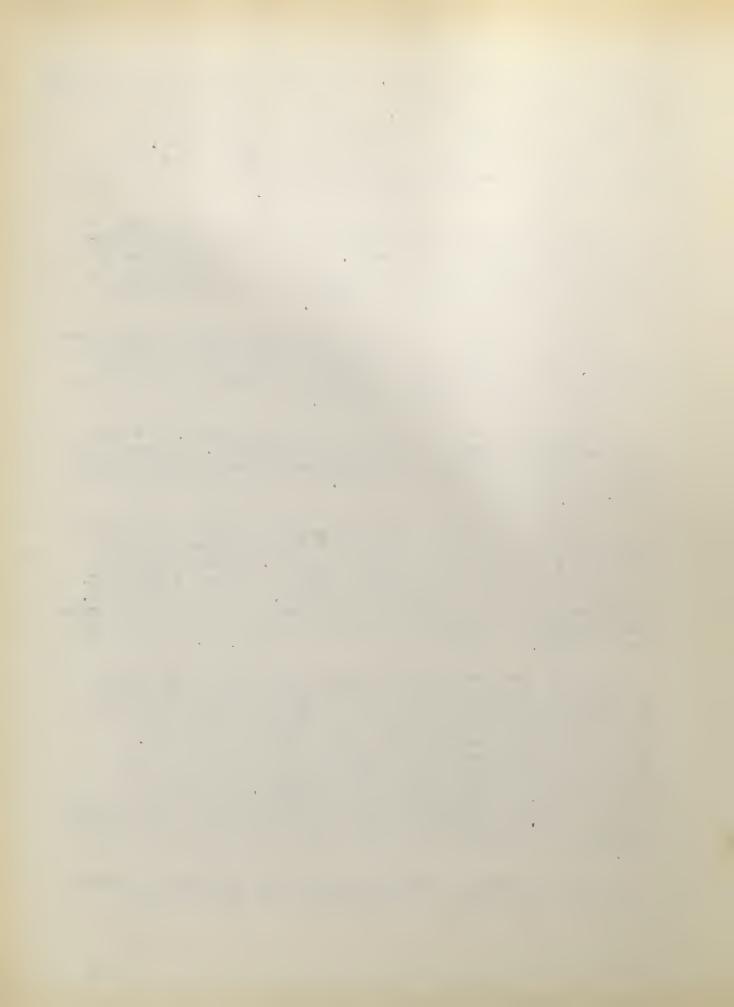
Upon the foundation of this psychology Declarmo constructed his educational methods with great precision and educational insight. Nothing was left to chance, a careful method for the preparation of the mind and the presentation of ideas was worked out in ways already outlined.

Along with most of the other great educators, De Jarno believes that character is the end of education. He says that "All ethical instruction should proceed from individual cases of action involving moral content." (12 De Jarmo "The Essentials of method." p 55)

Defarmo would make Jimmie the object of most intense and accurate study; he would consider him of absolute superior importance to any kind of subject matter. Jimmie would not be presented with a heterogenous mass of lessons, - spelling, history, arithmetic, geography, reading, writing, and so on, and be watched with an eagle eye to see that he did not wiggle away from them or spend his youthful energy in whispering to his neighbor.

Rather the laws of his mental life would be carefully studied and only that subject matter presented to him which he could assimilate at his age and stage of development, and which would build up the body of knowledge which would be useful to him in the present as well as in the future. Idual tional methods would, moreover, be followed in the presentation of these ideas which would enlist the whole hearted interest and attention of Jimmie, leaving him no time or inclination to look out of the window or long for the closing bell, but actively engage him in acquiring a knowledge which he recognized to be worth while and really valuable to him.

Because DeGarmo worked out his theory with such constant attention to practice, both his theory and practice will



receive equal credit in the following reting:

		Theory o	value of	III. Proportion Falling at This Point	Product of
1.	logical, complete defelopment. Child not in picture at all. Fixed course of study.	(_5	10	THIS TOTHO	
2.	oubject matter the aim but modified to suit child's interest.	(12	25		
3•	Aim as in #2, but further modified by adaptation to local appeals and othe attractive approaches for the child.	r	50	25 50 -	2500
4.	Child as center - but definite aims for society nealth, worthy home membership, etc.	(50 (50	100	25 25 50	5000
5•	child as center - no re- straints, teacher follows		50		and the state of the state of
Tot	cal credic.				7500

He leaves classes $\sqrt{1}$ and $\sqrt{2}$ completely behind and advances solidly to class $\sqrt{3}$ and $\sqrt{4}$. In fast he builds up a more solid and unessailable view point of adapting subject matter to the needs of the child then any predecessor. His psychology is far sounder and in line with the best modern knowledge than that of any preceding educator. He is, therefore, - iven full credit under class $\sqrt{3}$.

Not only to, but he is also really committed to the view point of the child as the center. To him, however, subject matter is the food which nourishes the child, but is must be presented according to the best laws of psychology in order that the child may be able to digest and assimilate it. He is, therefore, given a credit of 50 points under class with



Chapter VIII.

Francis Wayland Parker.

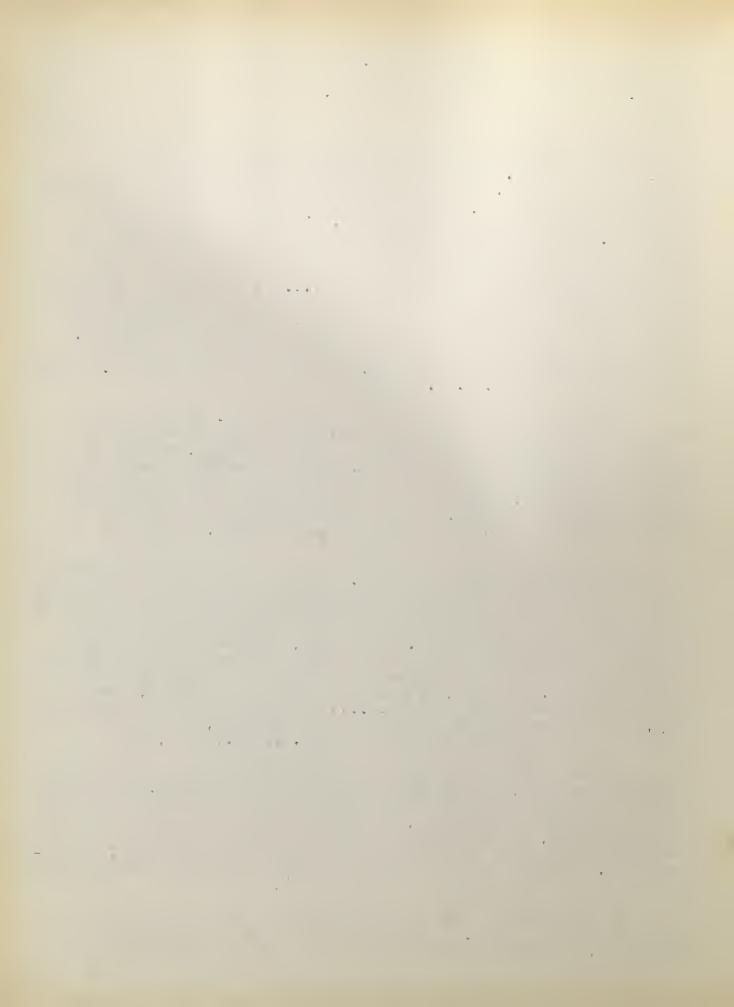
From the standpoint of his own personality as well as of his educational achievements Francis Wayland Parker is an extremely fuscinately figure. He, like Froecol ned a misunderstood and difficult childhood. Let neither of these great men was embittered or thwarted in their great work of emancipating children from a wrong and futile system of education. Mr Parker dearly loved children. "Children were neither rich nor poor, neither high nor low, they were all children alike to him. The leaven that has leavened the whole lump of the educational systems of the world is the care now bestowed upon childhood. "It was genuine affection rather than philosophy which stirred him to send the children into the fields and woods to live with nature, thereby inspiring them with a love for her, and infusing them with a spirit of freedom. It was love back of reason that led him to provide the children with wholesoms and happy industry." (33 "Colonel Francis T. Forker" Proceedings of the N. J. A. p 404)

He saw the great possibilities of the child. "I purposed to carry out the plan that the great secret of human growth was to arouse the spiritual and higher in the human being, to drop all external incentives to selfishness, leave out embition and emulation and all unnatural competition and feed the child with montal and moral nourishment. Make it love the work and love to help others for the sake of the work." (31, "Senool Days in the Fifties with Autobiographical Sketch of Francis Wayland Parker." p 134)

Colonel Parker also had a keen understanding of the importance of the individuality of each child. "It (the new education) believes that the child thus trained for character and such ability as belongs to it, will in the end be a far more value le member of society than if molded into the imitation of any other man or fashioned to a machine for any special work." (30 Mayo, 'The New Mducation and Colonel Parker, p 14) Perhaps this point of view arose from his own experience on the farm where he took advantage of the opportunity for self education. He says, "I knew every tree on the farm, and the grasses and flowers and perries. ... I studied them in a spontaneous way, all the butterflies, and insects and animals, and I also studied what little mineralogy there was." (Ibid.pp 113,114)

Thus he held that the aim of education was not the acquisition of subject matter, but the attainment of true knowledge. He believed that the thing taught is of less importance than the spirit and the method in which it is taught, the object being not to cram the mind with knowledge, but to implant the love of truth, and to train the faculties to find it by vital contact with nature, humanity, literature and life. He threw off the yoke of subject matter and insisted upon investing dead symbols with living content.

His conception of the necessity of a living subject matter is given in his own words. "I felt that there was only one study in the world, and that is the study of life, and all studies center in



that, -the study of the laws of life. The function of the human being is to take the truth that comes in from all the universe and give it back being created and ever creative. The supreme joy of being is to take in this life and give it out to others." (31, Griffin, "School Days in the Fifties with Autobiographical Sketch of Francis Wayland Parker." p 135)

He, therefore, became the champion of new me thods of teaching. He was ever recognizing and inspiring originality of method in teachers. Even when their innovations were crude he would say 'Go ahead and work it out; now it is crude, but something good will come of it I am sure. We will stick together and remember if they go after you they must take me first." (33 Jackman "Colonel Francis W. Parker, Proceedings of the N. N. A. 1902 p 403)

Mathods of teaching the school subjects advocated by him are explained in the following quotations. "Spelling was learned by children in the same way that the human race learns to talk, by writing correctly and continuously. Language was learned as it always must be learned by using it correctly. Technical rules came in where needed. (34 "Francis Wayland Parker and His work for Education." Report of the Committee of Education for 1902, p 241)

"My first experience of the genuine spontaneous attention was the sight of the first class at work with saw and plane. Boys and girls have worked together from the first to learn, and it would be difficult to say which have done the best work. "(Ibid p 255) He holds that by manual training muscles have been developed and coordinated, nerves steadied, minds disciplined, and hearts made happy through the feeling of usefulness.

In nature study it was discovered that mere laboratory work was not close enough to nature for the children to got a real nature education. Axcursions were therefore made with their abundant opportunity for observation. The child was brought into loving contact with nature.

In geography he held that no text book could take the place of actual objects. We found marks of creation everywhere. ... Why should children wait for the last steps of their education before coming into contact with the richness and beauty of God's open book?" (Ibid p 256)

He believed that reading and number should be taught when use demanded. "He rejected the idea that a set vocabulary must be acquired before reading begins. Also the notion that there must be the usual copy book training in the drawing of letters before the pupil could be allowed to write. (Ibid p 235)

He recognized the importance of the study of man and his activities, and held that the child should be allowed to study manufacturing plants so that he might come back to the school ready to study the history of industry. He could then appreciate the work of the great inventors. Children should thus know something of the

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world in which they live.

During his trip abroad he studied Froebel, and accepted his principle of self activity, as well as of the socialization of school work. As recognized that any school activitity in which pupils and teachers alike engaged was a training in social living. He held that the school that was ideal was an ideal dominity. We found that the feeling of responsibility, the dignity of belonging to a community, the desire to be personally recognized as of some use and even importance, were profound and controlling ethical stimuli for all grades of children from the kindergarten to the higher school. (34"Francis Wayland Parker and his Work for Education." Report of the Committee of Education for 1902, p 253)

As might be expected, Ar. Parker secured school discipline by love. Even in the early days when he had not worked out his sims he says. "I had a way of governing by getting the good will of my pupils. I seldom punished." (31 Griffin "School Days in the Fifties with Autobiographical Sketch of Francis Payland Parker." p 120)

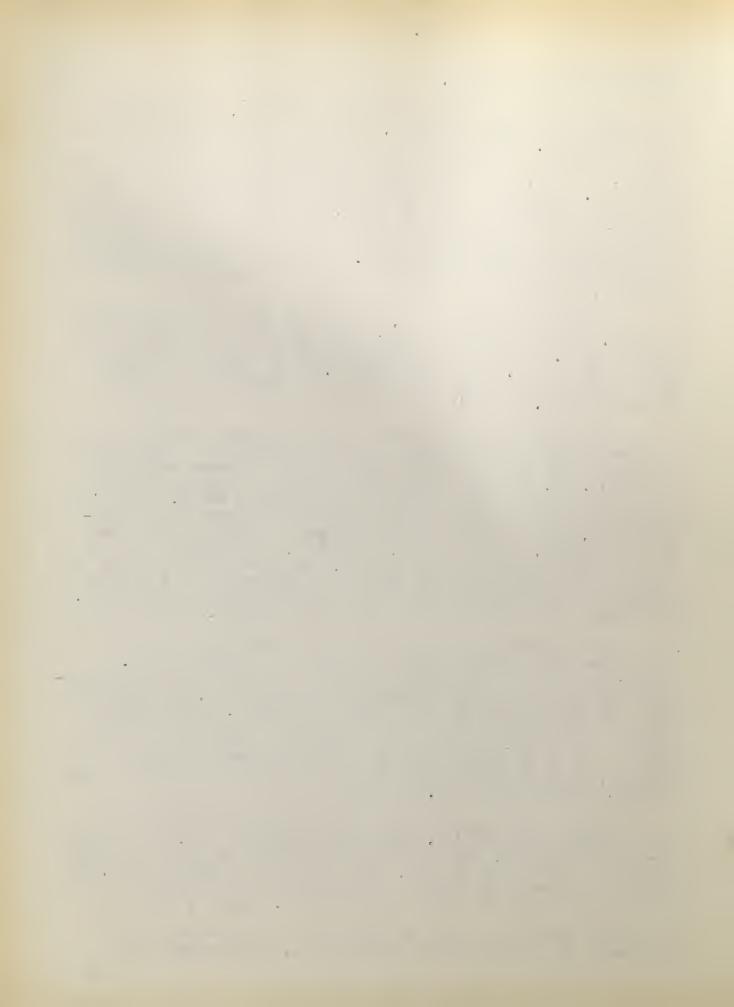
It is not hard to believe that this pioneer educator arrived at the conception that it is the function of the school to educate the child in accordance with his present needs and interests. Mr. Mayo says that he held that it was the function of instruction to adept itself to the child's needs. Parker's educational conception 'insists on skilled superfision and instruction, working with all the freedom possible in this task of development, free to adopt, to change, to revise methods of instruction with growing experience, and bound by no vowe of obsdience to any philosophy which does not keep open doors and windows for new revelations out of the wonderland of childhood."

(30 Mayo, 'The New Moucation and Golonel Parker." p 14)

Again in enunciating his theory of correlation he also emphasizes the central place of the child's present needs. "Through a careful and judicious selection of the mental nourishment actually needed by the pupil at a giventime, he believed that the separate subjects of study, so called, would prove organically related, and also that a just recognition of their natural interrelationships would lead to a great economy of effort, and to an immense saving of time on the program." (71 Friffin, "School Days in the Fifties with Autobiographical Sketch of Francis Wayland Parker." p 135)

de often strasses the importance of the interrelation of all branches of knowledge. "All forms of expression, and all the so-called branches, when seen under the light of the one central thought of unity are all one, and one cannot be known alone, and if all is known each study is only known as it is known in its relation to the great center, to the unit." (Ibid p 175)

This conception seems to align him with derbart, but he expressly repudiated this classification. His theory of



concentration also differed videly from that of will er and Reine, there being no single center of studies; the center which he consistently adopted was the child. Because of his empirical method he may be said to be a follower of the great restalozzi; he constantly tried to adapt education to the child rather than the reverse. He, however, advanced much further than Pestalozzi.

From this brief review his contributions to the doctrine of interest are seen to be outstanding. He was not only warmly attached to the interests of the child, but his personality was also fresh, vivid, and opposed to dead convertionality. He threw himself into his teaching with a real passion. 'I can say that all my life I have had a perfect passion for teaching school, and I never wavered in it in my life, and never desired to change. ... I love to see things grow, and if I could tell any secret of my life, it is the intense desire to see growth and improvement in human beings. ' (3) Grittin, "School Days in the Fifties with Autobiographical Sketch of Francis wayland Parker.' p 133)

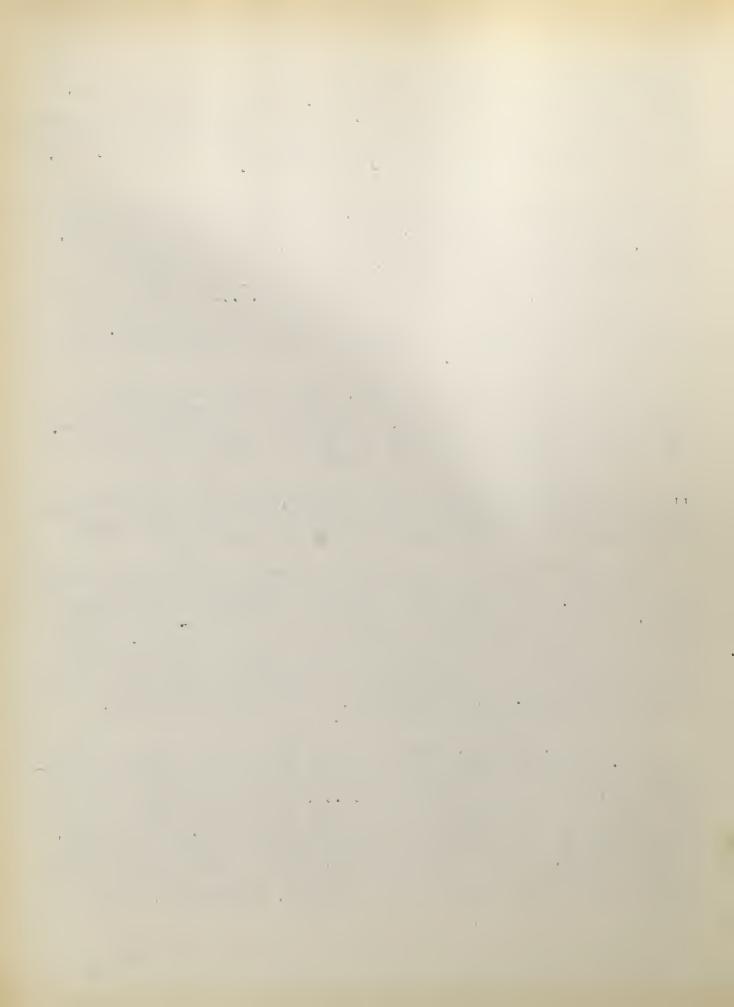
Of the Quincy effort he states, "There never was a Quincy method or a juincy system unless we agree to call the juincy method a spirit of study, and the juincy system one of everlasting change."

(34 "Francis Waykand Perker and His Work for Education, "Report of Committee of Education for 1902, p 240)

He was constantly plying his teachers with such questions as ""Is it quantity or quality you are after?" 'Are you trying to cover ground or develop character?' 'What have you to think about except the present needs of the growing child?!" (Ibid p 236)

Thus the uniqueness of his school system appeared in his apparent lack of system. reachers vorked originally constantly endeavoring to find the best. Pupils promoted themselves, there being no system of marks, the child's own work determining their edvance. It is thus no marvel that the following tribute is paid to his marry. To him more than to any other man is due the fact that the schools of the whole country have been decrystallized and imbued with sweeter and higher ideals, and therefore raised to a higher standard of efficiency and accomplishment." (32 Fitzp trick, 'Francis Wayland Farker," Educational Review of June 1901, p 27.)

He was not, however, conscious of rendering dry unique aductional service. 'I never thought for an instant that I was going to do anything superior to instant and that I was going to do anything superior to instant any plane. ... I knew from what I had read and from what I had seen that reading and writing and numbers could be taught in a better way then the old fashioned way. '(31 kriftin, "School Days in the rifties with intobiographical skatch of Francis wayland Parker," p 131) when, however, such original school methods aroused oposition, he went abroad to study in the University of Barlin, and to visit the schools in dolland, Switzerland, Italy and France



his strvices in the socialization of the school have already been referred to. When he took a notoriously hard school in southern Illinois, he sign, "I told them that my idea or a good school was to have a first clast lime, and that in order to have a good time they must all take hold and work together." (31 kriffin, "school Days in the fifties with Autobiographical Sketch of Francis Wayland Parker, 'p 121)

His position is more clearly stated in the following quotation. "The social factor in the school is the grea est factor of all; it stands higher than subjects of learning, then methods of teaching, then the teacher himself. That which children learn from each other in play or work, though the work be drudgory is the highest that is ever learn.d. [34. Francis Wayland Parker and His Fork for Education" Report of Som 10183 of Education for 1 902, p 233)

de was a champion of democracy and its educational principles. Hence the child must be self governed. This position prought upon him derision, yet he did not surrender it. He impressed upon each child his responsibility toward the school.

The conception of the relationship between the child and life has already been stressed. He cried to establish in school the normal relations under which people live, dence his earnest endeavor to identify the work of the school with the interest of the home. He tried to bring into use all that the pupils had ever learned in school, city, or farm.

In the training of teachers he rendered great service. 'I began the Normal School and the plan of training teachers by practice work. I had one teacher in each room, and ther took the pupils from the High school and trained them to teach. (.31 Griffin, 'school Days in the fifties with Autobiographical Sketch of Francis Wagland Perker." plas)

Under or Parker and his methods Jim de would have a hap y sense of being understood. Leavons would not be imposed upon him regardless of his abilities or interests; rather he and his possible development would be the criteria by which subject matter would be judged. He would not have a teacher who was by profession a tailor or church sexton, and incidentally a teacher, but one who devoted his life and the best powers of his intellect to learn through the study of Jim is and his needs as well as of the best educators, how he should be taught.

The school subjects would not be taught predominantly by the old drill method, thereby running the risk of winning only helf of Jimmie's attention, the rest being, perhaps, devoted towriting notes to his chums or plunding what he would do when he got outside the school door, but by the methods discussed above. The teacher would not rely upon the rod or sarcastic words and public humiliation to keep Jimmie in order, but upon securing his whole hearted attention so that there would be none left for objectionable extra-curriculum activities. Mr Parker himself, moreover, would be able to secure Jimmie' homest liking and good will.

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In short, under Colonel Parker all of Jimmie's interests and capacities would be completely enlisted by a teacher who was constantly studying him and his present as well as future life needs and ever adapting her subject matter and methods to him in order to help him to take his place among his fellows and render the very best contribution of which he was capable.

With reference to the scale, Colonol Parker is evaulated as follows:-

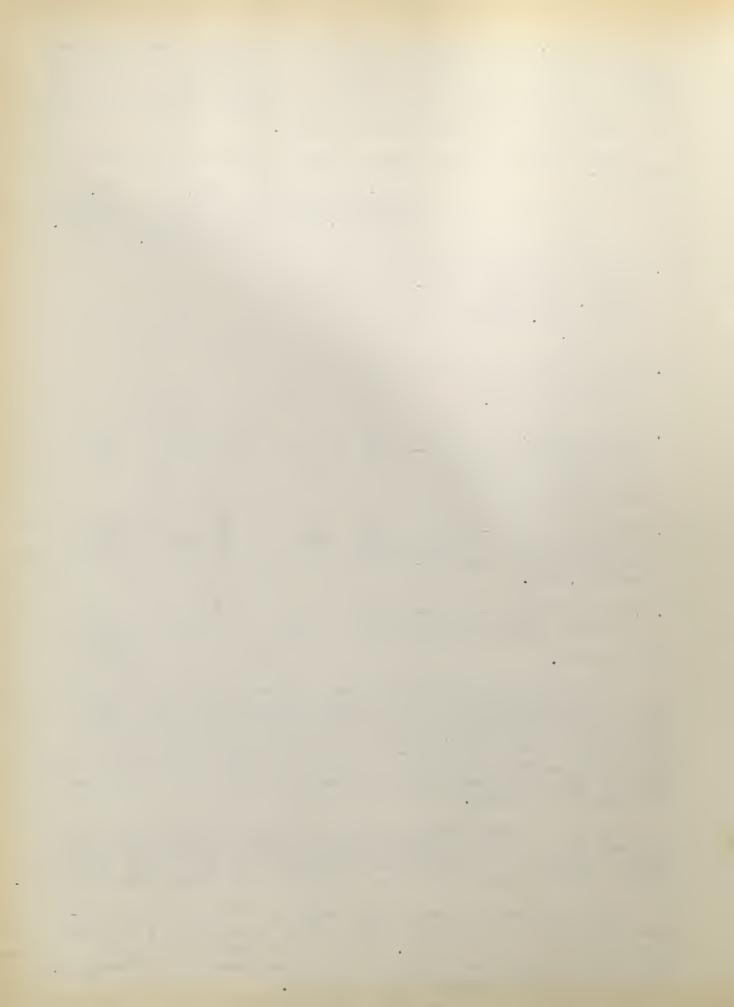
I. II. IV.
Incory & Value of Proportion Product of Practice.Point Falling at II X III.
This Point.

- l. Subject matter as center (5 logical, complete devel- (5 10 coment, Child not in picture at all la Pixed course of study.
- 2. Subject matter the sim (12 but modified to suit (13 25 child's interest.
- 3. Aim as in #2, but fur- (25 ther modified by adapta- (25 50 7 15 750 tion to local appeals and other attractive approaches for the child.
- 4. Child as center but (50 37 definite sims or sociaty 50 100 38 75 7500 health, worthy home membership, etc.
- 5. Child as center no re- (25 5 50 5 10 500 Total credit.

His rating is predominently under class #4 because of the great enthusiasm with which he espoused the cause of the child as a social as the center of the educational program; the child as a social being who in the school, as well as in life developed best in cooperation with his fellows. His passion was to educate the child in accordance with his present life hedds, and to prepare for adult life by fully equipping the child to meet like at the level which he had attained.

He did not sparn subject matter in anything the fashion that houseaut did, rather he supordinated it almost completely to the child. Because of attention to the adaptation of subject matter to the needs of the child a few points, 15, are given under class #3.

Also, because he occasionally seems to conceive of the unrestrained child as being the sole center of saucetion, lo points are given him under class #5. In the main however, both his educational theory and practice, though original and progressive, are predominantly sane and well belanced.



Chapter IX.

John Dawey.

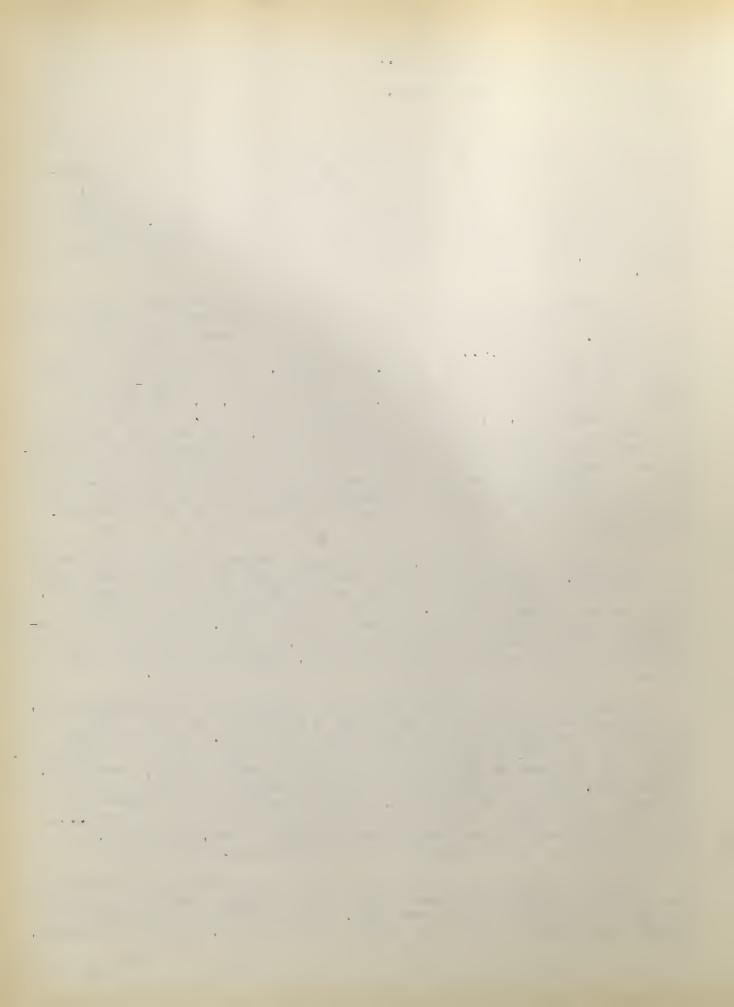
Probably the best known and noot videly influential present day champion of the child and his supreme importance in the field of education is John Dewey. His brilliant mind leading him to successful y grapple with philosophy and opychology and their problems, coupled with his extremely practical bent cousing him to test his theories in actual practice make him a commanding figure. Though not there his philosophical nor his educational conceptions are universally, and completely accepted, they demand the most careful study.

We condemns the old type of advection because of its masting of children together, its passivity, and its uniformity of curriculum and method. "It may be summed up by saying the center of gravity is outside the child. ... On the basis there is not much to be said about the life of the child." (7 Dewey, "The behood and bodisty" p 51) de holds that there are three things about the old-fashioned schools which must be changed: 1. subject matter, 2, the way the teacher handles it, 3, the way the pupils handle it. He emphasizes the position of the child in modern education, "ow the change which is coming into our education is the shifting of the center of gravity. It is a change and revolution not unlike that introduced by Copernious when the astronomical center shifted from the earth to the sun. In this case the child becomes the center about which the appliances of education revolve; he is the center about which they are organized. (Ibid p 51)

Inducation, he mainteins, must change because, social conditions are changing. Formerly the child got training in his home where he worked with his parents as well as in the smaller simpler community, which he no longer receives. At the present time there are new problems which demand a readjustment of education. They are: the necessity for individual earning of a living, the widened social influence of the work of ouen individual, industrial mosands which depend upon the knowledge of matural and social science.

Iducational readjustment therefore demands not more information, but rather the formation of attitudes and interests, and a vital connection between the school and life activities. Because these neads are not met, ar Deway criticises the present system of aducation. "It is our present education which is highly epocialized, one-sided, and narrow. It is an education dominated abmost entirely by the mediaval conception of learning. It is something which appeals for the most part simply to the intellectual aspect of our natures 1... not to our impulses, and tendencies to make, to do, to create, to produce the other in the form of utility or of art. "(Ibid p 41)

subject matter is of walue only as it ministers to the nesds of the child; it must be connected with his existing capabilities in such a way as to produce active response. Its function is to supply the proper environment which will stimul to the child. There is a danger,



therefore, that it will lose con ection with the child's life and be an end rather than a means; also that it be mechanised y learned so that it will not enter into the life of the child.

Unly an education that appeals to the interest of the child can be effective. "If we were to conceive our educational end and aim in a less exclusive way, if we were to introduce into the educational process the activities which appeal to those whose dominant interest is to do and to make, we should find the hold of the school upon its members to be more vital, more prolonged, containing more culture. '(7 Dewey, 'The School and Society." p 43)

The psychological nature of interest insures its effectiveness, for it is dynamic, it is objective, and it is personal.

In his home the child engages in activities which are meaningful to him; therefore education must take its cue from these activities. "The school does systematically and in a large, intelligent, and competent way what for various reasons can be done in most households only in a comperatively meagre and haphazard manner." (Ibid p 52) It is the business of the school to organize aro nd the activities of the child. (The question of education is the question of taking hold of his activities, of giving them direction. Through direction, through organized use they attain to valueble results instead of scattering or being left to merely impulsive direction. "(Ibid pp 53,54)

In order to empirically test his theories, Dr. Dewey established an experimental school in connection with the university. There he set himself to solve such problems as the following: "What can be done, and how can it be done to bring the school into closer relationship with the home? (Ibid p 116) "dow can instruction in these formal symbolic branches, - the mastering of the ability to read, write, and use figures intelligently, - be carried on with every day occupations as their background, and in definite relation to other studies of more inherent content, and be carried on in such a way that the child shall feel their necessity through their connection with subjects which appeal to him on their own account? (Ibid p 118)

The means used to enswer these questions were, - shop work with wood and tools, cooking, and work with textiles, - sewing and weaving. He says, "The child gets the largest part of his acquisitions through his bodily activities until he learns to work systematically with the intellect." (Third p 121)

The activities of the school were chosen on the following basis: "Because they represent some of the nost important activities of the every day outside world, - the question of living under shelter, of daily food and clothing, of the home, and of exchange of goods." (1bid p 122)

Dr. Dewey, no less than Herbart and De Armo recognizes the importance of an adequate educational psychology. He says, "all conduct springs ultimately and radically out of native instincts



and impulses. We must know what these instincts and impulse are, and what they are at each particular stage of the child's development in order to know what to appeal to and what to build upon. ... We must study the child, in other words to get our indications, our symptoms, our suggestions." (8 Dewey "Moral Principles in Education pp 47,48)

He recognizes the necessity of knowing the psychological implications of the school subjects as geography, history, and so on. It is especially essential to recognize the psychological basis of noral education. "We need to see that moral principles are not arbitrary that they are not 'transcendental'; that the term 'moral' does not designate a special region or portion of life. We need to translate the noral into the conditions and forces of our community life, and into the impulses and habits of the individual." (Ibid p 58)

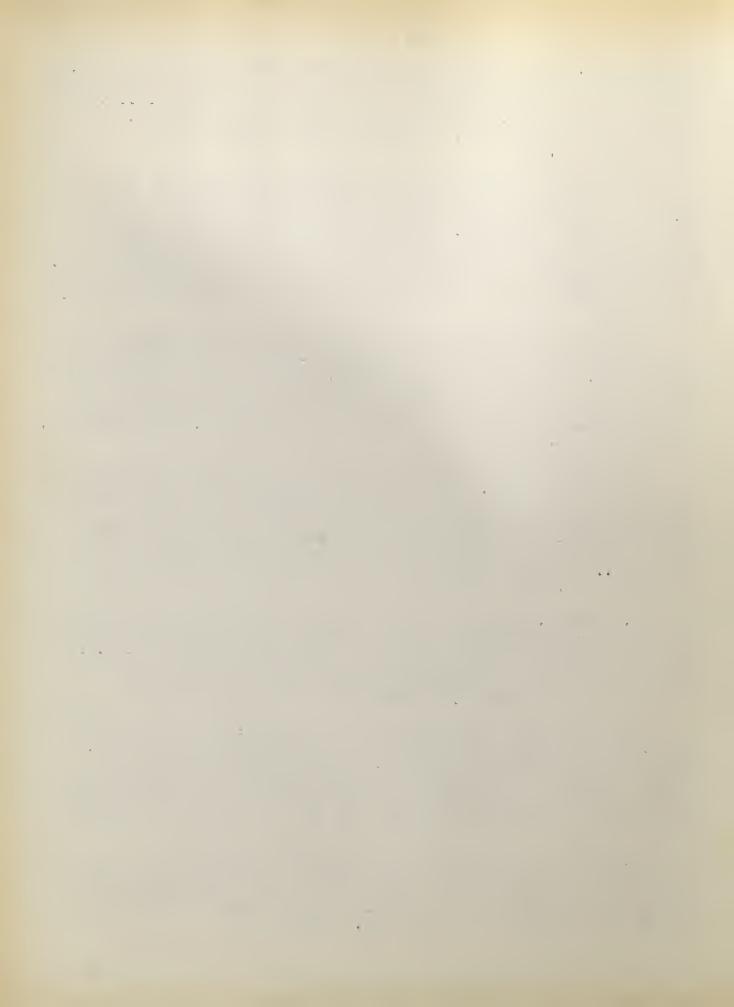
Though his method differs so videly from that of Herbart, he recognizes with him the necessity of many-sided interest leading to a rich life. 'A barran course of study, that is to say a measure and narrow fiell of school activities, cannot possibly lend itself to the development of a vital social spirit or to methods that appeal to sympathy and cooperation instead of to absorption, exclusiveness, and competition."(Ibid p 31)

de measures subject matter by its ability to fit the child for complete social living. Also he recognizes the moral implications of subject matter and the manner of its present them "when a study is taught as a mode of understanding social life, it has positive ethical import. That the normal child continuously needs is not so much isolated moral lessons upon the importance of cruthfulness, honesty, ... as the formation of habits of social imagination and conception." (Ibid p 40)

de, however, objects to the usual distinction between noral ideas and so-called secular ideas. 'Moral ideas are ideas of any sort whatcoever which take effect in conduct and improve it. There is nothing in the nature of ideas about honesty or purity or kindness which automatically transmutes Euclidean into good character or good conduct." (Ibid p 1)

Moral ideas cannot be isolated in the conscious life of the child. The child is an organic whole, intellectually, socially, and norally as well as physically. We must take the child as a member of sociaty in the broadest sense and demand for and from the schools whatever is necessary to enable the child intelligently to recognize all his social relations and take his part in custaining them." (Ibid p. 2,9)

Dr. Daway maintains that real effectual moral training in given by the school community which he advocates, 'dorsover the society of which the child is to be a member is, in the United States a democratic and progressive society. The child must be educated for leadership as well as for obedience. '(Ibid p 10)



It is impossible for Deway to Unink of education apart from lift, it is all one with the life process. He says "Idual tion is all one with growing; it has no end beyond itself. The criterian of the value of school education is the entent to which it creat a desire for continual growth and supplies the leans for making the desire effective in fact. (9 Deway "Democracly and Nducation p 02) again, "Iduation is that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience." [Ibid by 39,90] The result of education is the capacity for further education.

Over and over again he emphasizes this principle of growth; he does not, however, conceive of it as merely an inner striving toward a distant goal, but as inherent in the life process which is the thing of supreme importance. This is the great thing after all; the life of the child at its time and in its measure, no less than the life of the adult. It a new would it be indeed if intelligent and serious attention to what the child now needs and is capable of in the way of a rich, valuable, and expanded life should somehow conflict with the needs and possibilities of later adult life." (7 Dewsy, 'the pehool and possibilities of later adult life." (7 Dewsy, 'the pehool and possibilities of later

laus he counsels to t the child be taught whit is of use to him as a child, for that will take all his time. The real telebrace experience and embtion; the child should remain in complete ignorance of things beyond his grasp.

because the traditional adacation do a not meet this test he criticizes it. He maintains that emphasis upon proparation for a remote future is all wrong. 'Who can reclive up the loss of moral power that arises from the constant impression that nothing is worth doing in itself, but only as a preparation for something else, which in turn is only a gustling really for some genuinely surrous and beyond."(The Dewey "moral Principles in Educations" pp. 25,26)

Yet the saild will him-olf exidence in interest in his own future, and delight in imitating the activity of adults in his play life. Such activity is entirely legitimete, for it gives him real training in social the delight enterprises in 71 cm has a genuinally interested. Thus he would not neglect adult activities, for they are actually connected with the child's life and interest. He says, the same standards in the school as the adult in the wider social life to which he belongs. (Ibid p 17)

Daway clearly offers some of the richest contributions to the doctrine of interest. Vitality and life pulsate through all his aducational theory and practice, deals, noreover, very consistent in his educational views. Unlike the great Rousseau who could rise occasionally to heights of educational vision but was entirely unable to hold to any one point of view much less the his theory up to a forkable practice. Dewey is an educational sear capable of receiving exalted visions, but also a thorough going whinker able



to maintain one point of view and to work it out into a careful and well developed practice. As consistently exalts the life and interest of the child above dead subject matter. In fact as all purison tession for life and growth; they are the conditions of the mantal end moral well being of the child. They are the conditions of the mantal end moral well being of the child. They are the conditions of the mantal end moral well being of the child. They are the conditions anything that would stiff or impede life and growth is to Dewey anothers. For this recent he reacts against the formal type of education which would represe the vital expanding powers of the child and clamp down upon alm a stiff school regime of unquestioning obsdience and docide absorption of a subject matter selected by an older generation with ely unacquainted with the life and interests of the child.

Iducation, moreover, must not be alienated from the present throbling and real interests of the child. Rother the educator should study the activities of the child in his own home and from them take his same not indeed copying them slavishly out comprehending their principles and providing the child with activities which do not violate those principles, as says, "The first years of learning proceed mapidly before the children go to school, because that learning is so clubely related with the motives that are furnished by their own powers and the needs that are dictated by their own conditions.

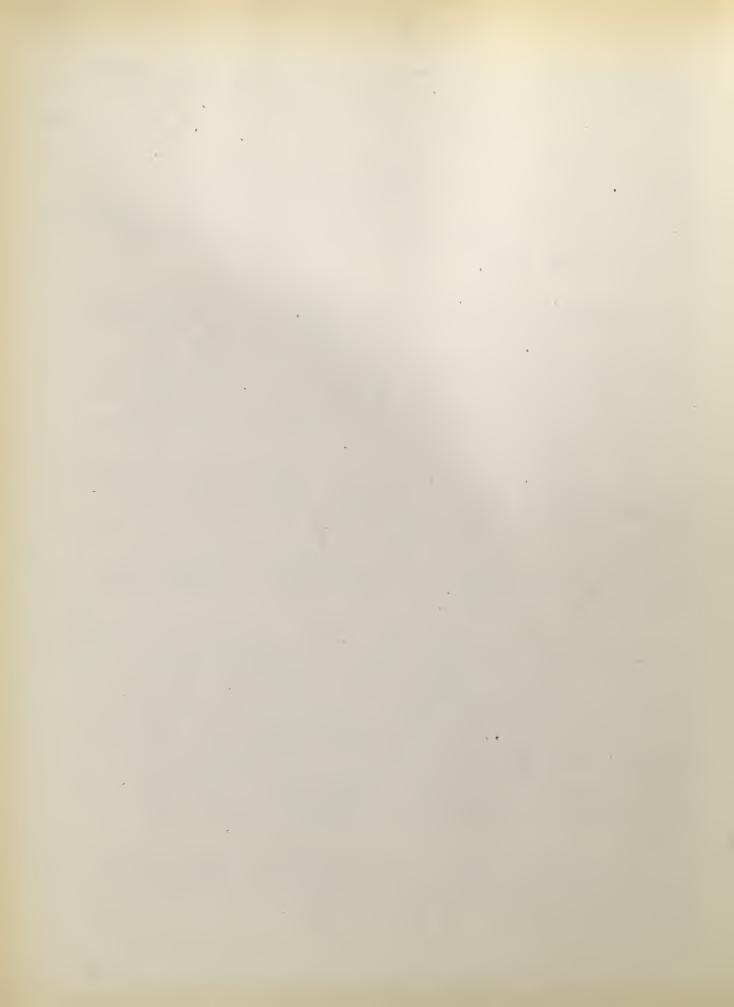
dis child is, norsower, a social heing who has his place in sociaty right now, and in its attendant interests and responsibilities; education must recognize these facts and work out subject matter and methods accordingly.

The Lacrices child is place in a society which is a democracy and Lou that reason must be disted to participate in such a form of government. Thus his freed in and inistive must be developed in the calcol.

gaing, and while departing from Prosbel's symbolical touching which arost from an idealistic philosophy, hereprovides for the utilization and training of the child's activity. He emphasizes menual or inlagracian, 'Manual training is more than menual, it is more than intellectual, in the hand of any good teacher it leads itself as ally ... to the employment of social habits.'

(8 Deway, 'Moral Principles in Education.' p 20) He also helds that it is valuable because of its social significance for it represents activities by which community life is kept going. In this consection he scores the ordinary school, saying that they can of provide an apportunity for cooperative effort soward a common simund so cannot train for social living.

It is inother means of encouraging self activity in the child. It is the function of the school to provide for protection of valuable k owld go and skills, and call forth the right attitudes.



Dewey aphors any educational theory or practice which tends to become formal and thus to stifle life and growth. do, therefore, uses the empirical method in his educational theories and practice. In this he follows the great pestalozzi, but for his point of departure he has a much sounder educational psychology as well as educational method. Yet who shall say that future educators will not depart from his theories as markedly as he has from restalozzi's Indeed, in view of his passion for life and growth, he would probably desire that they should.

under Dewey Jimmie would surely feel that he had come into his own. Released from a dull, lireless discipline which dogged his every step in school, he would have a chance to show what he truly was so that the teacher might fit her methods to him rather than the reverse. He would not be marched into a line and treated as a mere object to be disposed of, rather than as an individual. Also, the joy! he would not be compelled to sit still at his resk poring over a book from which a lesson had been assigned. Rather he would be encouraged to initiate some project as the making of a cart which he wanted to use when he sole papers. He would then have to blan the project carefully, asking advise of the teacher as he needed it, carrying it out himself, again asking the teacher's assistance when it was necessary, and finally deciding whether he had done a good job in making the cart, and how he could do it better next time.

te would also participate in projects which affected his school fellows as well as himself, do his part in planning and executing a public program or some other mutually desirable and beneficial activity. In all these projects he would not be allowed to do simply as he pleased; the teacher would judge whether or not he had chosen activities which would really benefit him. Also it would be understood that he must cooperate with other members of the school in mutually worth while activities.

architecture, music, sculpture, and pictures would be accessible to him. Moreover his training in ability to discriminate between what was truly worthful would be constantly going on. His emotional and votitional expressions would not be overlooked, and the teacher would encourage these responses in all his activities. as would be putting forth every effort to accomplish purposes which did not conflict with those of his fellows, and which he recognized as leading to ends forthful to him at his age and stage of development.

According to the scale, Dewey is classified an follows:-



		III.	
		Proportion	
Practice.	Point.	Falling at	
		Phis Point.	•

1.	Subject metter as center logical, complete devel- opment. Child not in pic- ture at all. Fixed course of study.	(5)	10		
2.	Subject matter the aim but modified to suit child's interest.	(12	25		
3.	Almas in #2, but fur- ther modified by adapta- tion to local appeals and other attractive approaches for the child.	1 25	50		
4.	Child as center, but definite aims for society health, worthy home membership, etc.		100	50 50 100	10,000
5•	child as center, - no re- straints, teacher follows.		50		
Tot	sal oredit.				10,000

It is quite opporent that he departs almost completely from classes #1, #2, and #3, maintaining quite consistently in ooth theory and practice the child centered program of education. He had unusual opportunities to carry his theories into practice through the practice schools which he established, therefore, he is given full credit under class #4, 100 points.



Other Lodern Educators.
James F. Hosic, and Sara J. Chase.

Although John Deway is probably the most outstanding of the modern educators, and is contributions to the doctrine of interest the most influential, there are yet a not inconsiderable number of others whose services are neither insignificant nor lacking in real constructive value. They will, therefore, be treated more briefly than the educators already studied, in order that their unique significance and value in an educational system that places the child in the position of most importance may be discovered.

James F. Hosic, and Jara I. Chase have stated their position in their book, "A Brisf Juide to the Project Method." They, of course, reject the pure subject matter as well as the functional subject matter view points and hold that the child his personality and immediate interests are things of chief concern. The educational method which they believe is best fitted to such a conception is the project.

Not only because of their valuable work in the field of the project, but also because it is such a widely accepted method, a rather full treatment will be given of their position. They define the project method as follows: "A way of living by your own wits and in cooperation with others; a way of learning, - almost the way of learning. ... a way of teaching, of conducting the educative process. "(18 dosic and thase. "A Brief auide to the Project Asthod." p 15)

They distinguish between the project and other methods saying that they are procedures to be employed while it is a principle to be applied because it is more inclusive then they end more far reaching in its possibilities. It brings about desirable changes in human beings through the pursuit of ends and is a method of living, since real life is full of projects. They give a list of the different types and their purposes: Type 1, purpose to embody some idea in external form, as building a bout; Type 2, purpose to enjoy, appreciating a picture, story, music, and so on; Type 3, purpose to straightem out some intellectual difficulty, solve some problem; Type 4, purpose to attain some skill.

the project method is not, however, to be rushed into in a haphazard fashion; there are certain prerequisites to its successful execution. A sleer idea of that the children should learn; a teacher capable of using the method; subject matter that is applicable; building equipment that is favorable, supervision that is most efficient, and measuring and testing that is efficient.

The important thing about the project is that it calls forth the purposeful activity of the child; the toacher may suggest, but the pupils must vholaheartedly amout the project. The teacher is not at all a negligible factor in the project method, though his share is very different from that of the formal teacher. His role veries, "de is leader, chairman, interlocutor, coach, umpire, teskmaster,



authority, judge, adviser, sympathetic listener, chief performer, examiner, guide, or friend as the occasion may require. (18 Hosic and Chase. 'I brief fuide to the Project Method.' p 28) He must be clert and wise in the choice of his subjects and may show much skill in siezing upon current happenings such as the circus in town, the need for warm lunches in school, and so on. The teacher must prepare the children' minds for somtehing they are to do; he may suggest, but the pupils themselves, as already pointed out, must be the ones to do the purposing and executing. It must be a common purpose and accepted by the children as their own responsibility.

Also the teacher must allow the children to plan for themselves, only offering his suggestions and warning of difficulties. During the carrying out of the activity the teacher must keep the purpose to the fore, try to avoid wasting of energy, and see that all contribute. It will be the teacher's duty to see that the children pick out the important facts and concentrate upon them and get the education that they are capable of important. Also the teacher must see that the most valuable experiences are chosen, that is those which minister to the present life of the child and which freely exercise his abilities.

There are cartain marks which indicate the success of a project, - the absence of unnecessary strain and worry on the part of the child, the furtherance of unity of experience and less pigeonholing of knowledge, and the forming of the habit of carrying through an activity that has been started.

There are a large variety of the aplication of the project postible. It may be a valuable aid to efficient study, avoiding the waste of time; also it may serve to motivate school tasks.

One of the most pressing problems is to make school tasks meaningful and worth while. "Tecepting whole-hearted purposing as central to the doctrine, they must inevitably seek to establish conditions most favorable to it." (Ibid p 70)

Clubs may be formed, being organized about the various school subjects at mathematics, history, Latin, chemistry, and so on, whose aim it is to import the various knowledges and skills. Also the extra curriculum activities of for a rich field for the project method. The school play, the school newspaper, athletic and other clubs, additorium programs, playground organizations, community services. ... All of these ofter the opportunity primarily for doing things rather than learning how others have done them. (Thid p 82)

Yet the project method must be used intelligently for there are dingers to be avoided. The teacher must still be in control.
"Line he relies but little on a cut-and-dried routine, the teacher must plan exceedingly well. ... He plans in order that his rupils may plan." (Ibid p 27) again. The project to cher leads the pupils to than to do the things they ought to do." (Ibid p 88)

There is real danger in using the socialized recitation when children have not enough information or skill or subject matter. he can be also the denger of overlooking the fact that transfer of training does not take place readily, and there has a wide race of activities



must be provided.

Their position regarding education as a preparation for educt life or as ministering to the child's immediate life is stated as follows: "The project method means providing opportunity for children to engage in living, in satisfying worth-while enterprises, worth-while for them; it means guiding and assisting them to participate in these enterprises so that they may reap to the full the possible benefits! (18, Hosie and Chase, "I Brief Juide to the Project Method." p 7)

Under Mr Hosic, and Miss Chase Jimmie would find that education was not a stupid affair to be somehow endured, but rather quite an advanture in which he was the chief hero. Let he would not be allowed to wilfully dominate his fellows and his teachers. Mather he would be permitted to choose among a number of worth while activities those which appealed most to him and offered the greatest opportunity for his information and development. When his purpose was thus fully aroused, he would be expected to put forth every effort or which he was capable to carry out the project which seemed to him valuable. He might call on his teacher for help, but he would not be allowed to give up an enterprise which he had once started. His projects would not all be individual, but more often in cooperation with the group.

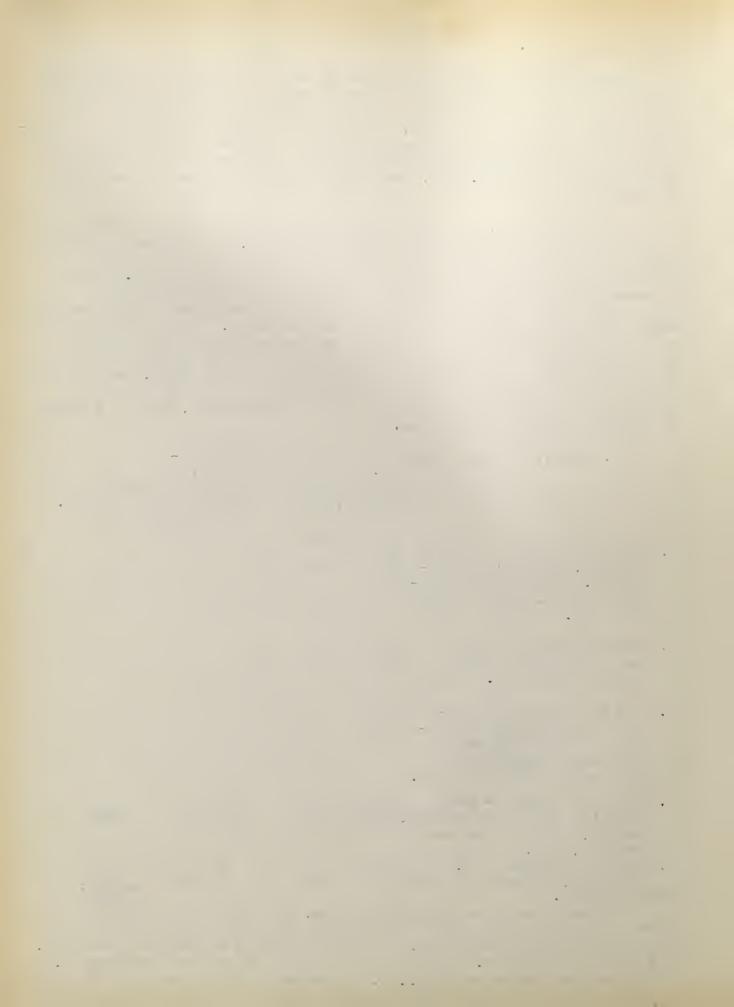
Mr. Hosic, and miss chase are rated as follows:I. II. III.
Theory & Value of Proportion Product of Practice. Point Falling at II & III.
This Point

- l. Subject matter as center (5 togical, complete devel- (5 ppment. Child not in picture at all. Fixed course of study.
- 2. Subject matter the aim (12 but modified to suit (13 25 child's interest.
- 3. Aim as in #2, but fur- (25) ther modified by adapts- (25) 50 tion to local appeals and other attractive approaches for the child.
- 4. Child as center but (50
 definite aims for society, 50 100
 health, worthy home membership, etc.

 5. Child as center no re- (25

straints, teacher follows. (25 50 5 10 500 500

It must be quite apparent why mr. Hosic and Mis Chars are given a crest of 90 points under class #4; they very clearly put the child in the foreground. In justification of credits under #5, a quotation is given. "Wherever the learner's purposes may point, there may his heart go also.... It matters not so long as his mind is set toward his goal." (18. "brief luide to Project Method."p 80)



alls forth Jollings.

the cause of a child-centered education by carrying out an actual experiment to impirically test the merite of this newestional conception is compared with the old subject median conception.

long with Daway ha places great stress upon the life and growth of the child. As conceives the function of education to be; "To provide in environment that furthers the continuous growing of its pupils. In environment that affords them practice in the relection and successful realization of purposes." (& Collings, 'AM Experiment with a project for iculum.' p 321)

His experiment was carried out primerily to ascertain whether or not the curriculum of the school can be selected from the purposes of the children, de says, "the estence of the curriculum as it is used in this experiment is the purposes of boys and girls in real life. As such it is necessarily as broad as life itself. In this same the curriculum is a living thing, shild experiencing." (Ibid p VIII)

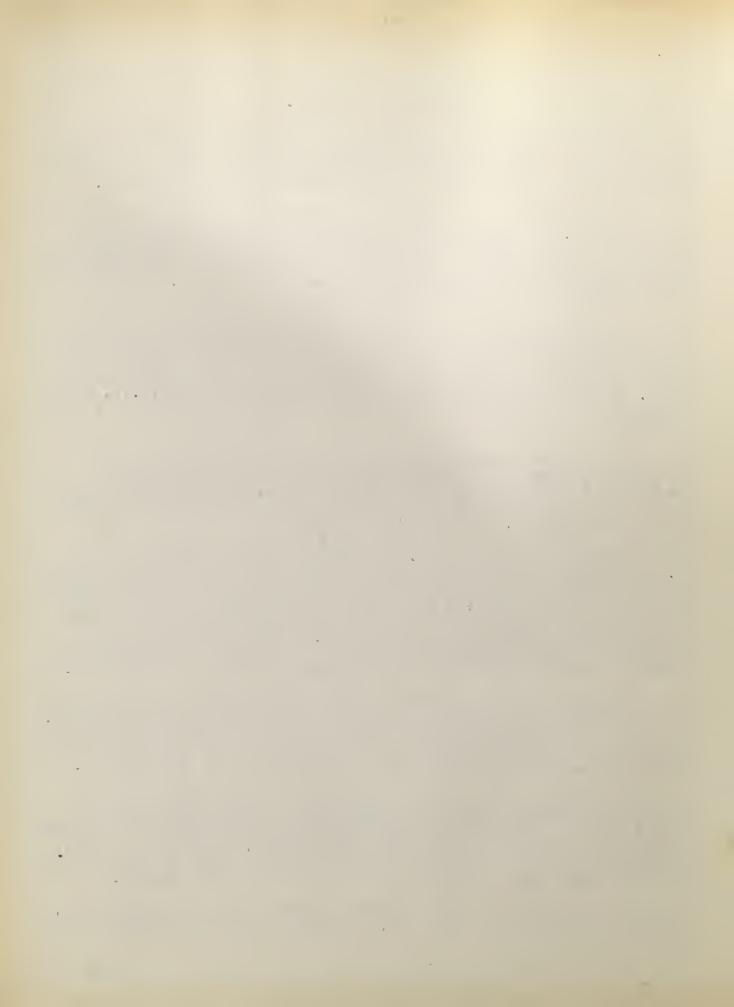
the subject in ther of the traditional school subjects was taught only when tray contributed to the realization of the purposes of the boys and girls, for he holds. The purpose is primary and dominates in defining the activity that is to eventuate in its realization. (This p 227)

The pupils must purpose what they do; I he sual learning is never single, - there are consomitant learnings which chiefly build attitude toward life interests,; 3 All learning encouraged by the school is so encouraged bycause it is needed here and now in order to carry on better the enterprise now under val; 4. The curriculum is a series of guided experiences so related that what is learned in one serves to elevate and enrich the subsequent sure an of experience.

Must purposes are not to be trivial or selected at random; they must genuinely grip the boys and girls, be possible of realization, and led to other worth while surposes. The principles for earnying out the projects of the experimental school are so similar to those used by Ar. Losic and Lies these that they will not be repeated.

In order to carry out the experiment two different types of school were established, - the experimental whose curriculum was based upon the life ourposes, and the control curriculum patterned after the traditional. The intelligence level, chronological age, number of years in school, and number of years spent in the schools of experiment were approximately equivalent in both schools.

The projects c rried on in the experimental school were ply, excursion, story, and hand work. The play projects 'represent those



experiences in which the purpose is to engage in such group activities a games, folk dencing, dramatization, or social parties. "(6 Collings, "In Experiment with a Project Curriculum" p 48) The story projects which Include purposes to enjoy the story in its various forms, - oral, song, picture, phonograph, or piano. ' (Ibid p 48) The excursion projects which "Involve purposeful study of problems connected with a vironments and actifities of people. (Ibid p 48) and hand projects which Trepresent purposes to emprese idens in concrete form, to make a rubbit trap, to prepare cocon for the school lunches, or to grow cantaloupes. ((Ibid p 48) Projects were thus classified because they indicate the kind of activities Thich children normally angege in.

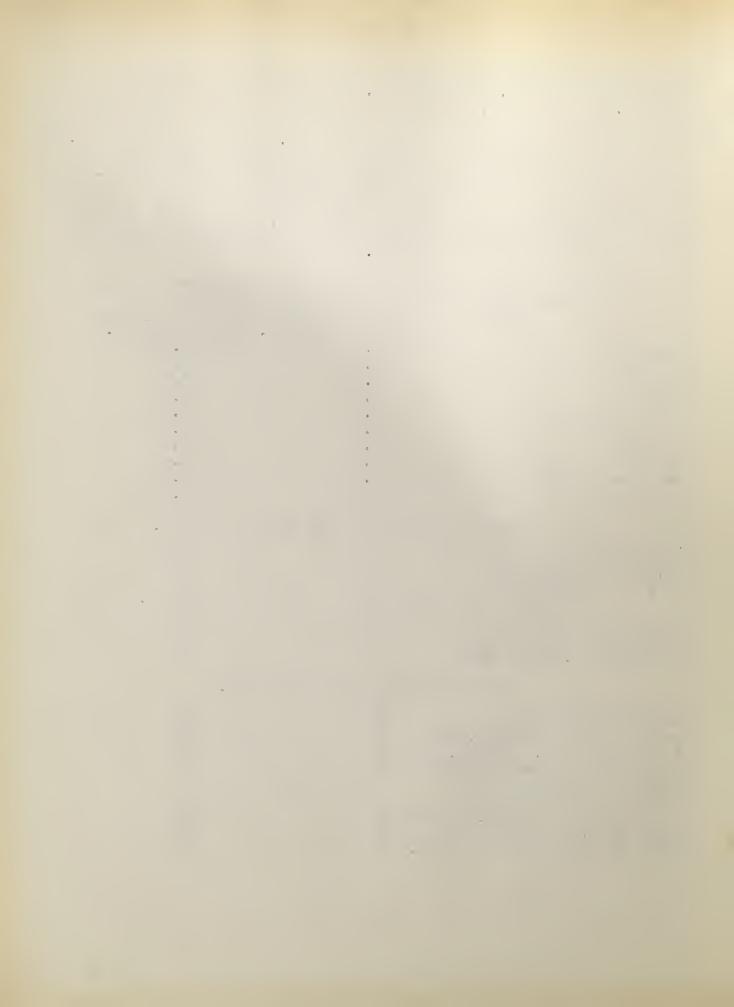
In order that the actual results of the experiment may be clearly apparent they have been tabluated as follows:

Summary of changes in common facts and skills. Experimental School. Control School.

MANAGE THOUSE AND THE	00110101 00010011
10.3	8.5
50.2	53.8
38.3	32.7
21.0	17.5
20.2	12.9
13.3	11.1
14.1	17.1
₹5.8	37.0
11.8	Ö.0
10.3	7.4
	1 - 1
	10.3 50.2 38.3 21.0 20.2 13.3 14.1 85.8 11.8

Sum rary of attitudes of boys or i girls. 299255655 -nrollment Pupils attending every day Decrease in tardinass truancy " corporal punishment Attendance thru term Graduating from 6th grade Sth Brade gr. enter Ligh

Surmary of attitudes of parents.	
visiting school 90 ,3	5
Attend annual masting 71	7.2
Votus for maximum tehr.levy 78 for xtra schl. improve. 82	30
for xtra schl. improve. 8:	25
Using schl for farm problems 6?	18
Decrease in violation of	
compulsory school law 16	1
Visiting schl on spec. program 82	15
Using schl. apparatus 58	13
Votes to establish with echl. Al	8



Jummary of changes in donduct of boys and girls.

	Experimental	Control.
Home laisure reading	65 ,5	5
Study of music in home	39	3
Participation in community	100	1
in social parties at home		13
Project work during vacation	69	õ
Common health habits at home	61	3
Decrease in disease	35	25
James ut home	84	30

Reading Fara Journal 56 3
Duily Newspaper 56 6
Attend. night community meating 75 25
Participation in community fair 91 1
Testing seed corn 48 21
milk 56 17
Thorobrid poultry 31 7
Decrease in discuss 20 4

Mr. Collings' position regarding advection as a means of ministering to the present life of the child has already been given, but one more quotation will be presented; "Life is the great thing after all; the life of the child at its time and in its measure no lass than the life of the adult. Childhood is not a vestibule through which we pass to adulthood." (6 Collings, "An experiment with a Project Jurriculum." p VII)

In order to show how completely Jimmie's needs and interests would be considered by Mr. Pollings, a brief account of two projects in which we will suppose Jimmie would happely projects will be given.

One day Jimmie observed that are aurphy planted sun flowers along the rear of her garden, and he wondered why they should be relegated to such a position. When he reported his discovery to the other pupils, they wondered too. They, therefore, decided to visit as aurphy and find out are liurphy explained that they shaded her cucumbers, that the chickens at the seed. The gave the children seeds. Week pupil made a record of the visit, described the sunflower and its uses, and decided what future use they would make of the sunflower.

Igain Jimmie's boon companion, Fom, Smith, did not come to school one day. Upon inquiry it was found that he was ill with typhoid fever. Not only so, but the other smith children had been ill with typhoid fever for several successive years. Jimmie as well as the other school children decided that it would be worth while to find out thy typhoid fever was such a frequent occurrence in the smith family. They concluded to visit the home, and a committee was made up to decide what they would look for in their visit. After the visit had been made they convessed the different



possibilities and reached the conclusion that riles were the cause. Thereupon they studied flies and their relation to disease. The boys made fly traps and a garbage bail which were gratefully received by Mr. Smith, who set about remedying causes of disease.

This project led to the further enquiries: What are the causes of bed colds? Why do measles, whooping cough, and number access children more than they do adults? Why is it that mrs. O. believes that pheumonia is the most fatal disease? In community program in charge of the children also resulted from the omit project. It consisted of: Jommunity singing, Illustrative chart showing diseases Probable cause of typhoid, Illustrative chart showing methods of combating typhoid, Demonstration of flytrap, Illustrated talk on how to combut the fly, and Refreshments.

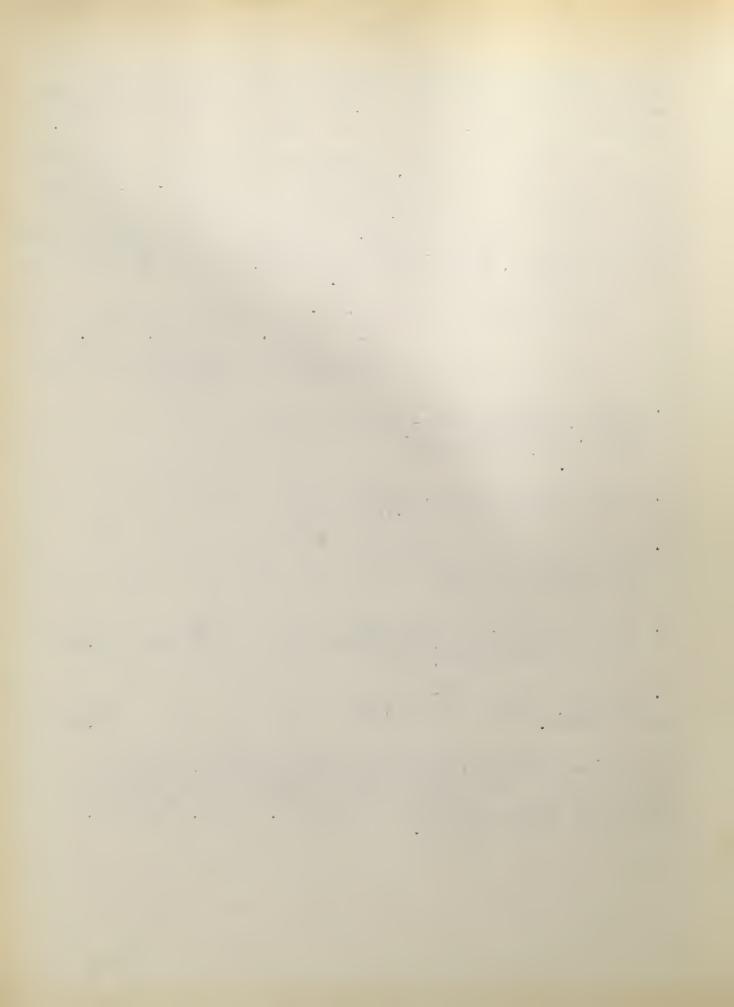
With reference to the scale, Mr. collings is evaluated as follows:

I. II. IV.
Theory & Value of Proportion Product of Practice.Point Falling at If X III
This Point

- 1. Subject matter as center (5)
 logical, complete devel- (5)
 opment, Child not in picture at all. Fixed course
 of study.
- 2. Subject matter the aim, butl2 modified to said enile's Int. (13 25
- 3. Aim as in #2, but further(25 modified by adaptation to (25 50 local appeals and other attractive approaches.
- 4. Child as center, but defi-(50 50 nite aims for ecciety, nealth50 100 50 100 10,000 morthy nomembership, etc.
- 5. The ld as center no re- (25) straints, teacher follows (25) 50

 Total creats.

mr. Collings is worthy to be classed among the most progress ve and efficient of the modern educators. His work is of aspecial value because of his very careful and painstaking attempt to verify the project theoly, which places the child and his purposeful activity at the center. He is, therefore, given full credit under 44.



William Head Kilpatrick.

It is difficult to overestimate the services of william Head Kilpatrick to the cause of the elevation of the child and his immediate life interests over subject matter. He says that the educator "mus. not start with subject matter foremost in mind, for subject matter is primarily means and not primarily end. (22 Kilpatrick 'How shall we delect the dubject of them of the dismentary School Jurrisulum?" Journal of Educational mathod. 'p 3)

In extrinsic subject matter has too long been forced upon the child. By this he means a subject matter where predominant emphasis is upon skills and inform tinns rather than upon habits, attitudes, appreciations, and ideals, and which imparts just sufficient information to emable the lamber to pass a test, and whose purpose is preparation for adult life. This is extrinsic learning because it is extrinsic to the interests of the learner. The use of extrinsic subject matter shaves down the content of the curriculum to things that can be tested in the light of akills and of information, degrades education to the tesk of indoctrination and propagandism, causes the child to cannot for examinations, and parhaps to evale or shelf or attempt to 'beaut' his commades.

Intrinsic subject mutter, or the other hand, is that which is vitally connected with the life and interests of the child. When problems arise in the lafe of the child its function is to aid him in their solution. The real test of subject matter is its polity to enter into the life of the child and change his behavior, its selection is determined by the edge tive objects in which the child engages.

Illy trick thell as Devey election recognizes the education is doing. Chillren no longer share the activity of their perents, projects in their occupations, and share in the social community life. Now they have lead a time which they do not know what to do with. This is select must supply the electrons which was formarly furnished by the home and the community.

Dr.Kilp.trick dafinas aducation of follows: 'educ sion is such remarking of life as brings growth, and growth is along three lines of outlook and ineight, - atsitudes, approximations, and techniques and controls.' (23 Kilpatrick July Liducation in Changing' 'equand of Educational asthod.' p 135)

also almostion must not overlook the soral theiring of the shild. Those was three imperative flatter in so ledge tion, I see, I am, I will the shill has not learned until he can and will do the shing. (Itie p 142)

The emust recessively be a new mutual or fit this new consistion of subject mature. He says that there are two types of method, the narrow and the broad. The one is suited to the particular



type of subject metter, the other includes estibuled which the shill takes. The wider sense of method knows that in actual life one thing never goes on by itself. This wider method demands that we consider the actual facts, the real world. The normow sound of method faces always an abstraction and unreality, - a part of a total situation. I part that can no more exist by itself then could sound head commune to live up at from 'i hody.' (24 Kilpatrick 'The Melning of Method.' Jo rock of Iductional Method.' p 10)

Dr. Milpatrick recounts his afforts to find a term to suit this new method. He says, 'The unifying idea was to be found in the conception of whole hearted, perposeful activity proceeding in a social environment.' (25 Kilpatrick, 'The Projete Method."
"Taucher.' Jollege Bulletin Renow Jering, "5 5, Oct. 11,1918, p. 320) to this purposeful act he ap lies the name 'project."

The purposeful act is definitel, connected with whe could will when the life incomists of purposeful activity and in mere driffing. (Ibid p 322) again, if the purposeful act he in reality the appical unit of the worthy life then it follows that to bese added from or purposeful acts it except, to identify the process of education with cortagnizing itself. (Ibid p 323)

Lika Dave, Desirno intothe good desire, to insochized the measualt, of a lound psychological build for his method. He thus enumerates the lave of la rhing which are: whe law of remainses, the law of effect and the law of exarcise, giving the psychological implications to all orgines the different type of project; type in all of subject to endody some idea or plan in external form; type into the problem; type is enjoy that experience; type is, purpose to obtain tome degree of skill. The first and fourth types are especially adapted to the problem colving method, - purposing, plan ing, executing, and judging.

He believes that purposeful activity or the project hethod of teaching is particularly adopted to the needs of a training for life in a democracy, we say that this type of processes "Furnishes better citizens, alert abis to think and let and too intelligently contical to be easily hoodwinked ... self selicate, ready of adaptation to the new openal conditions that impend." (This 2 734)



He believes "education based on the purposeful act prepares best for line while at the same time it constitutes the present worthy life itself." (25 Kilpatrick The Project Method." Teachers College Bulletin, Tenth Beries, No 3, Oct. 12,1910, p 323)

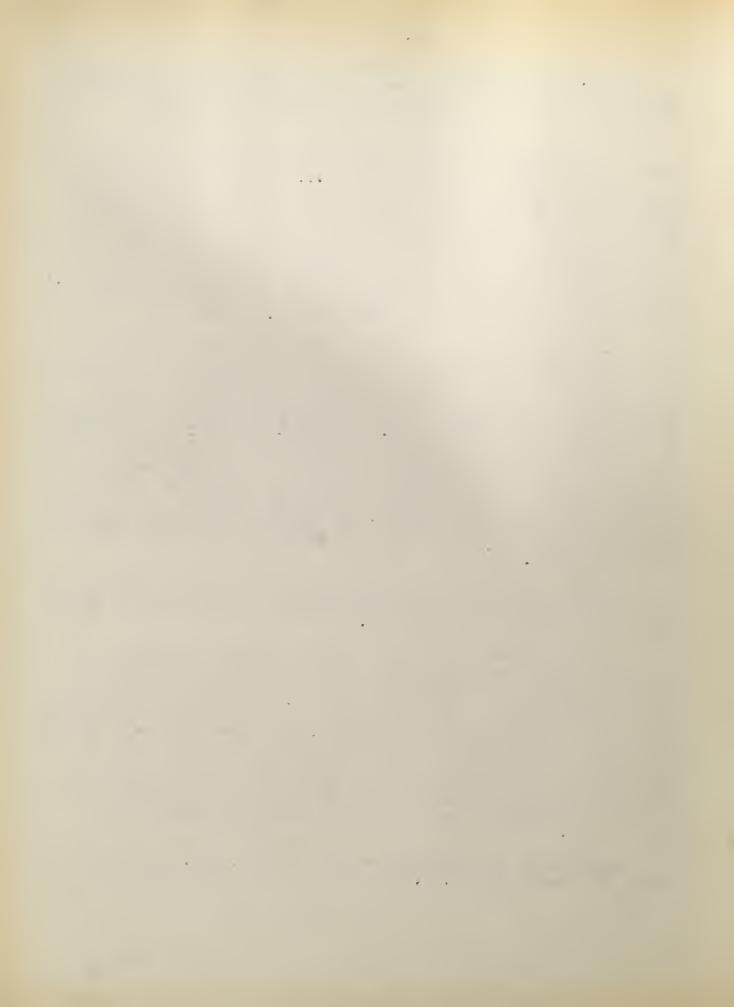
The child's present life and interest is the basis for the selection of supject matter. "We must start with life itself and its present expansion as our keynote ... Present expansion at one and the same time provides pest for learning, gives edge and keenness to present living, and promises best for later living." (22 Kilpatrick, "How shall we believe the subject matter of the blementary school curriculum?" Journal of Educational method p 3) Thus he concluded "The educative process is good and sound, first in the degree that learning is intrinsic vs extrinsic, that is demanded now by life and fu ctions now to further present living, and second in the degree that what is learned serves to raise life continuously here and now to righer levels." (Ibid p 6)

Dr. Kilpatrick would release Jimmie from condege to an extrusic subject matter which he would be compelted to re-cite or to give back in an examination. To be sure under the old regime Jimmie might be able to foot the teacher with vague, general statements or a few general statements which he had "crammed" into his head the night before, but that would not give him any sense of satisfaction or achievement. Under Dr. Kilpatrick he would not have to resort to any of these expedients for his examination would not consist in answering a certain number of set questions but of his confitty to construct useful articles, to purpose, to help his fellow students plan an exhibition program, to see his school subjects such as history in their real life setting, to appreciate not only the best in art, music, and sculpture, but also the value of real comradeship with his fellow public and with his teacher, to initiate, carry out, and criticise activities which appealed to him as worthful.

Jimmie's teacher would see that the laws of learning referred to prove, were followed in his education in order to it might be effective and not time be wasted.

dis discipline would not be of the repressive variety which elicited outward compliance white underneath ne maintained a rebellious spirit and disposition to do as he wished when strict control was lifted. Rather he ould be led to see the desirability of right conduct, to recognize that it was really valuable to min and worth his efforts at slif control. In short, Jimmie would feel under Dr. Ailpatrick that he was a person whose ideas were worthy of consideration, who had activities to engage in which really ippealed to him as being valuable, who was encouraged to use him our judgment and injective, and yet who must recognize the rights of others and cooperate with them toward the furtherance of the common good.

measured by the scale which we are using, Dr. kilpstrick is given the following rating.



		Pasory & Practice.	varue of	Proportion Palling at This Point	Product or
·1	logical, complete devel- opment. Child not in pic- ture at all rixed course of study.	(5)	10		
2.	oub ject matter the aim tue out modified to suit child is interest.	(12)	27		
7.	Aim as in #2, but fur-	1 25			

LIT

10

1.0

500

9,500

4. Child as center - put (50 50 definite aims for society, 50 100 40 90 9,000 health, vortay nome membership, etc.

(25

50

5. Child as center - no re- (25 straints, teacher rollows. (25 50

Total credius.

ther modified by adapta-

approaches for the child.

tion to local appeals and other attractive

Although Dr. Kilpstrick Leaves of sees and at behind, and clearly falls mainly under chase at in making the child and his personal life needs the thing of personal importance, he yet avidently is more of a theorist than a practical educator. It is easier to bring against him the charge that he is a visionerly incorist than it is to offer any such criticism of John Dewey. the is, therefore, given a credit of 50 points log theory, but only 40 points for practice ander class 44. Algredit of 10 points is given him taken class 45, because he has sometimes a slight tenosney to the toward point.



Charles McMurry.

One of the modern disciples of the great Herburt who yet has a unique contribution of his own to make to the doctrine of interest is Charles Licharry. Like his great predecessor he stresses the importance of appealing to the child's interest, and of supplying him with a rich fiell of subject matter. In his emphasis upon a well thought out method helping the child to Muild up general from individual notions and thus applying the knowledge gained he reminds one of De Armo.

He states that he agrees with Locke in believing the will to be important in education, but criticises his exclusive enphasis upon the will to the neglect of anotion. He fock not agree with Locke that the feelings are fluctuating and the will alone stable and to be depended upon. Thus he would seem not so much to reject the older conception of education as to transcend it, that is to keep all its valuable elements and richly supplement them.

Like Herbart he holds that character not knowledge or discipline is the chief aim of education. The development of character insures the best individual development, the best training for society and citizenship, and the most complete growth of all the capacities of the child. He says 'our country may have vast resources and great opportunities, but everything in the end depends upon the moral quality of its man and woman.' (28 Mc Murry, The Alements of Jeneral Nethod." p 14)

Dr. medurry considers subject matter extremely important and pays much at ention to it in his system of education, but its sole claim to value is in its ability to nourish and educate the child. He and is interest the the important considerations. He says, 'knowledge which contains no springs of interest is dead like faith divorced from works." (Ibid p 101) He counsels "study the child and find out his interest at different ages. Then select oubject matter suited to each age. '(29 Medurry 'Conflicting Principles in Teaching and how to Adjust Them." p 121) he insists 'all knowledge has to be attached to interest in order to function." (Ibid p 122)

That has does not discard that extbook, rather he counsals that it be used by the teacher as an outline and supplemented richly. For the textbook alone can of be given adequate treatment; it takes up important topics too briefly. In the use of text books the teacher nust avoid the danger of distution which is a fee to independent thought which is so essential. He says 'The real freedom toward which children should be trained is the freedom taut comes from thinking out and knowing the truth.' Ilbid p 95)

The interist which ar Heaurry insists upon so consistantly is intrinsic inttime to the subject and springs up natural, when the mind is prought face to face with something attractive. 128 acturry, the Diements of Feneral asthod. 287)



Direct interest is most valuable because it reaches to the spontaneous and instinctive forces. He contends that subjects of instruction should be interesting before the teacher lays his hands upon them. Rether curlously he upholds this position by giving as an example the book "Robinson Crusped Which Rousseau, the foe to almost all text book instruction, also advocated.

Leavry maintains that to char are not to create, but to direct interest; also interest is not just making things easy. The creative interest of ldren feel is present when they shoulder their own tasks and ask for leadership from the teacher. With the great prospel he recognizes the significance of self activity; he maintains it is the basis of a strong interest surmounting the difficulties involved in carrying out a worth while project.

Thus the doctrine of interest will help solve the problem of the place in education of discipline so strongly advocated by locke of others of the old school. Both interest and effort, a demonstration of will power, a must be present in the educational process. He gives examples of man like David Livingstone whose absorbing interest in an undertaking challenged them to almost unpelievable effort. Thus when a child has a deep enough interest in the educational task, he will put forth the necessary effort.

Int rest is thus one of the basic principles to be considered in any educational method. Another most important principle is correlation which, he says 'seaks to overcome the present alcomectedness of studies, lays stres upon relations and seaks to enlarge the range of a child's thoughtfulness and rational survey, and his self activity and insight by so planning and laying out the course of study that the sciences everywhere may be brought into more vital juxtaposition that the shild a knowledge may be unified and his practical power over it increased. (28 Menurry, "The dismants of General Method." p 154)

The principle of correlation he maintains obvious two great dangers of education, loose and shallow thinking and overloading with encyclope ic knowledge. Its scope is broader than school studies. 'correlation is so bound up with the idea of character for sing that it includes note than school studies. It lays hold of home influence and of the experiences of life outside of the school and orings than into the dail, service of the school studies.' (Ibid p 162)

In this connection he gives proof of the descripted from the disciplinary theory of education by maintaining that the principle of correlation draws the feelings and the will clearly into its circle of operation. All knowledge properly thought generates feeling. The will is standily beging out during the formative period of education the higher's of its future activities." (1618 p. 163)

Sorrelation may be brought about in five why; I by the close serial conjection of ideas in a single study; I by establishing relations latveam different studies, I in the case of geography which conjects with some no other studies; I by establishing



rel ti no batwaen school of about line; 4. of the proper laging out of the courses of study; 5. by observing and fixing relations -s facts are learned.

hemurry's likeness to Distance is shown in his careful attention to the processes of induction and deduction in which the mind procesds from particular to general notions and back again, de holds 'Induction is the natural highway of numan thought in avery line of a tudy bringing all the mantal forces into an olderly, successive, helpful activity.' (26 helurry 'the clambas of kanaral mathod.' p 221)

.ith derburt he recognizes the necessity of absorption and reflection in the educative process. The acquisition and assimilation of knowledge in different subjects will be found to exhibit the mental states of absorption and reflection. ... The effect of such mental absorption and reflection is to halld up concests. (This p 227)

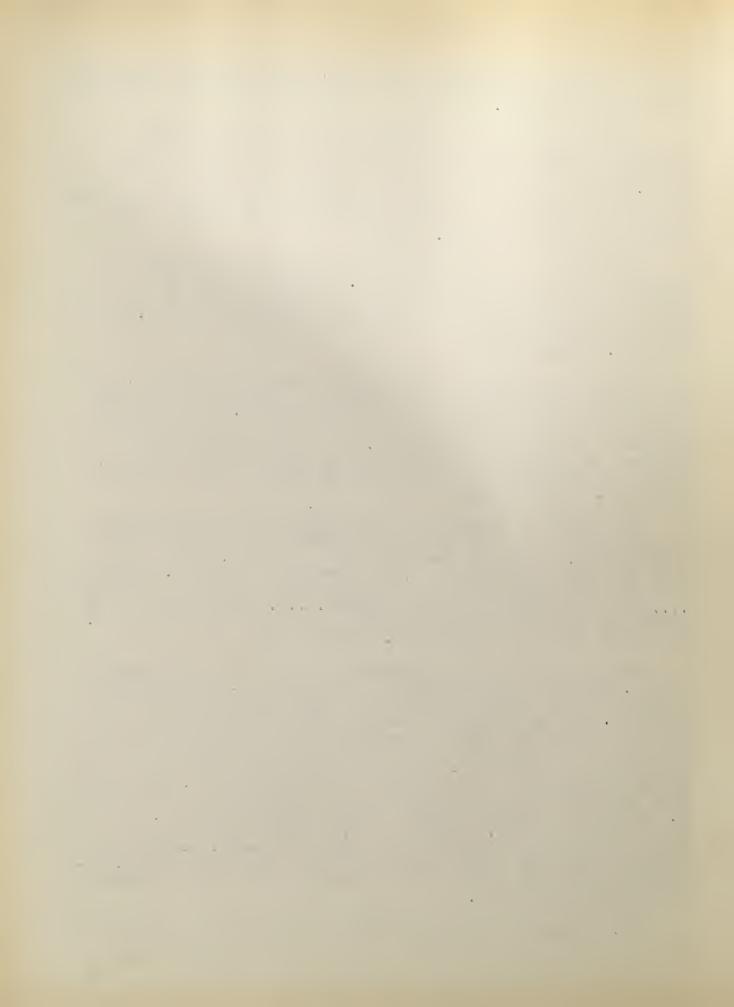
Deduction naturally duccerds the process of induction. 'As fast as psychical concepts of formed we clamber upon them had try to get a better view of the field fround us. Tile captured gins we turn them at once upon the enemy and make them perform service in his fields of conquest. If a new case of object appears, we judge of it in the light of our acquired concepts, no matter whether they are complete and accurate or not. This is deduction.' (Ibid p 253)

gain menurry shows his kinship with Herbart and Delarmo by his amphasis upon the importance of the psychological fact of apparaution. If a new idea drops into the mind, like a stone upon the surface of the water, it produces a competion. It acts as a stinulus or wakener to the old ideas sleeping beneath the surface.

... but what ideas are thus disturbed. ... Those which possess cufficient kinship to this newcomer to hear the call respond. ... the others sleep on undisturbed. ((bid p 171))

The conclusions which has draws from his study of apperception are: 1. Pravious imported a is of great value; 2. The use of our acquired stock of ideas involves a constant working over of old ideas; 3. In the acquisition of new knowledge appeaception has its special feeling of conquest; 4. Appeaception welds the old and the new into one piece, rings about the close mingling and association of all, i a its writy; 5. The teacher must know the child in order to be acquainted with the artent of his knowledge; 6. The general plan of studies should be based upon the principle of appeaception; 7. preception welds together school studies the home, and outside life of the child; 6. Teaching in accordance with the laws of appeaception brings to the child a sense of power; 9. The appeaceptive process constantly works toward the development of concepts; 10. Teachers must know how to use the appeaceptive mass of knowledge possessed by the pupil.

Mr. McMurry's position with regard to the place of the will



in education has already been referred to. We says. "We may say that involuntary attention, habi", and interest supply three powerful criticisms against the old doctrine of sheer will in education. The mental machinery presupposed as a basis of interest and habit is an indespensable requisite for the exercise of free will, and in interest is found even the motive and first step in the process of solf realization." (28. Acturry, "The Alements of Jeneral ethod." p 314)

Underlying all of McMurry's educational conceptions is the idea that a ucotion is to minister to the life interests of the child. These are necessarily interests which appeal to the present needs of the child. It is thus apparent that with Milpatrick has feels that the child is naturally interested in adult undertakings. He says. The school master should siete upon these basel ideas upon which our national and social and industrial life has been organising itself, and make then the main lines of movement in the thought work of the children. "(Ibid p 191)

Under Dr. Lemurry Jimmie would find the he still had a considerable body of subject matter to master. History would be given him that he might curvey the field of human life and activity and profit by its moral examples. Nature study would open for him the doors of the real world in all its beauty and variety. The formal sciences would furnish him with useful and disciplinary knowledge, they would, however, occupy second place because of their formal nature rather than richnes, of content. His or, and natural science, on the other hand, would occupy first place in his education because of the richness of their content and their power to awaken interest and furnish strong and legitimate incentives to mental activity.

Jimaie's education would be based upon a thorough knowledge of psychology. His interests would be carefully studied and instruction adapted to them. Iso knowledge while not be presented to him in a helter skelter encyclopedic manner, but in accordance with the laws of apperception. For this reason he would be able to work happily on the task of building up from his particular experiences, general ideas which like living, growing things would be everreaching out to assi ilete new knowledge.

Durius this process the principle of correlation would be carefully observed; he would realize that the river that ran through his village had some relation to that on the map in his geography; that adding and subtracting were the processes used in making purchases at the grocery store, and that the rules of grammer were to be used in a recitation in arithmetic.

Jimmie would be expected to be a loy who had gumption enough to carry through a project once he had undertaken it; to be willing to really work at his own education, he would not, however, be encouraged to work doggedly with no conception of the value of his undertaking. Rather he would be encourage to put forth his efforts

in an enterprise which interested him and which was capable of calling forth his efforts and finest feelings.

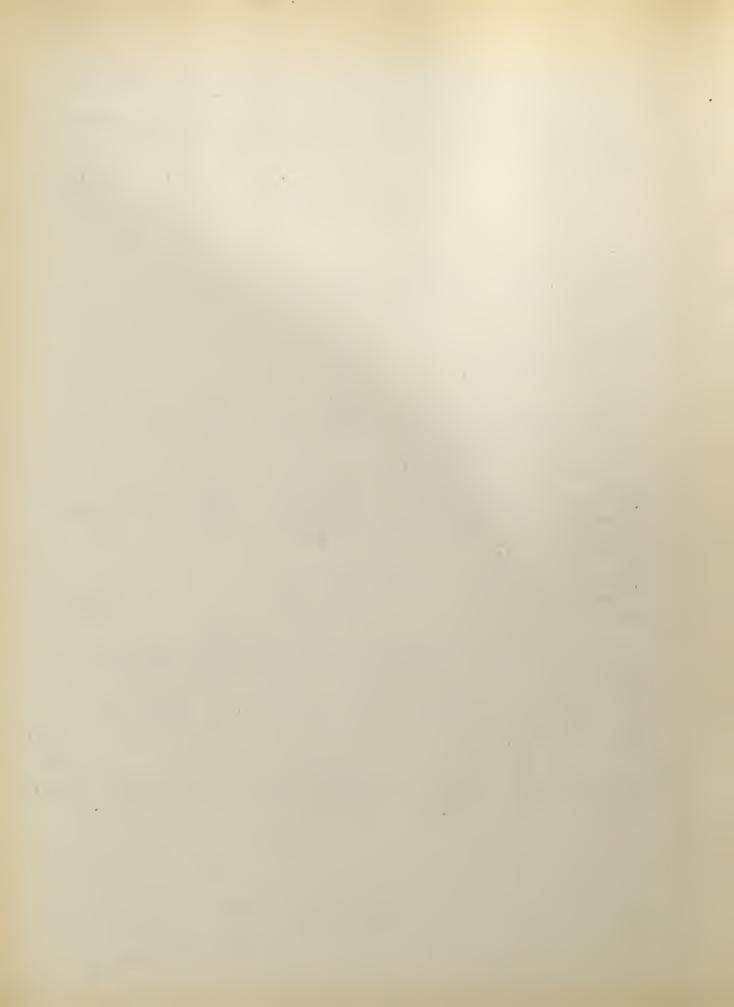
He would be made to feel that the devalopment of a strong character which yet was aware of relationships with and obligations to his rellows was the goal toward which he was striving.

Theory ? Value of Proporti n Product of Practice.Point. Falling at II X III

- 1. Subject matter as center (5 logical, complete development. Child not in picture at all. Fixed course of study.
- 2. Subject matter the aim (12 but modified to suit (13 25 child's interest.
- 3. Aim as in #2, but fur- (25 5 5 ther modified by adapta- (25 50 5 10 500 tion to local appeals and other attractive approaches for the child
- 4. Child as center but (50 50 definite aims for society (50 100 40 90 9,000 health, worthy home membership, etc.
- 5. Child as center no re- (25 straints, teacher follows (25 50 Fotal cradit. 9,500

It is quite plain that Mr. Memurry accords a much more important place to subject matter than do Dewey and Kilpatrick. Yet he does of revert to the old position in which the child is in threldom to subject matter; rether he works out a system of aducation as compact as that of DeCarmo, and based upon a more advanced psychology. Deceuse of this attitude toward subject matter, he is given a credit of 10 points under class #3.

as already stated, he certainly does put the child at the center, and so is with, of the credit of 90 points under class #4. He is given hore credit for theory than for practice, because of the difficulty of putting theory into practice.



Franklin Bobbitt.

Franklin Bobbitt aggrees with Kilpatrick and Deway in their pelief that the life and growth of the child are matters of supreme concern for the educator. 'One should live abundantly if one is to be properly educated, but one should not at the same time be conscious of the educational aspect of his living except in retrospect. The little child should be so occupied in life, so lost in his living that he is not aware that he is being educated. Certainly there should be no recognition on his part of the face that his memory is being stored with knowledge."

(5 Bobbitt The New Technique of Curriculum Haking. 'The Glementary School Journal." p 47)

He criticises the old education saying that man is not simply an intellectual resevoir to be filled, rather he is an infinitely complex creature of andlessly diversified activity. Action is the thing of vaich life is composed. The child is not primarily a knower but a doer. Thus the new education makes its chief business the cultivation of abilities which are potential in each growing individual. Thus the method of the new education is not subject storage, but activity, conduct, behavior. The child learns to too by acting. The objectives of education are, therefore, to be discovered in the activity analysis. 'Iducation is preparation for life, and life is a series of activities. ... Let us discover what the activities are which make up man's life, and we have the objectives of education. (Ibid p 49)

The activity analysis is c iticised because it: neglects the less materialistic interests, neglects the inner and stresses the outer activities, makes present imperfect action the norm, and bases investigation on child nature which is diffe ent from adult. He, however, contends. In such analysis we must recognize the fact that this intellectual action which we hear and vision is one of the most incessant of human activities. It is a thing to be carefor for through a carefully devised and elaborate educational program." (4 Bobbitt, That Inderstanding of Human pociety should alucation Develop," The Alementary School Journal." p 292)

Nith these facts in view there are certain difficulties to be met in making out a school surriculum: l. Incertainty as to the function of the school, the acquisition of text book material vs. all-sided growth of the individual; a draditions as to the aims or objectives of education - content subjects vs a correctly guided series of normal life empiricals; 3. The prinitive character of educational science with regard to educational objectives; 4. Uncertainty as to educational methods or procedures, - text book vs right living in all its manifest tions; 5 draditi no relative

۶ . . . ŧ . •

to the methods or procedure; o. The subject tescuing failzey; 7. The isolation of the school from the life of the community.

It is the function of education, he maintains, to prepare both for present and future living. Education das duiscovered the child, but it does not see him merely as a child. It sees the entire seventy year year of life as the central thing of its concern. It sees man within the child as clear as it sees the child. It sees its task as one of oringing into full and complete being this man within the child." (5 Boubitt "The New Technique of Curriculum Making." The Elementary Education Journal." p 46)

Under Mr. Boppitt Jimmie would find timself freed from a stiff curriculum and regime. ais education would not be imposed u on him by an inexprable face in the form of a formal teacher. Lather all his life interests and activities would be studied. Then the teacher would guide him into specific types of action under these various heads: - health activities, citizenship, language, leisure, religious, parental, and activities involved in unspecialized practical arts.

Theory & Value of Proportion Froduct of Practice. Point.

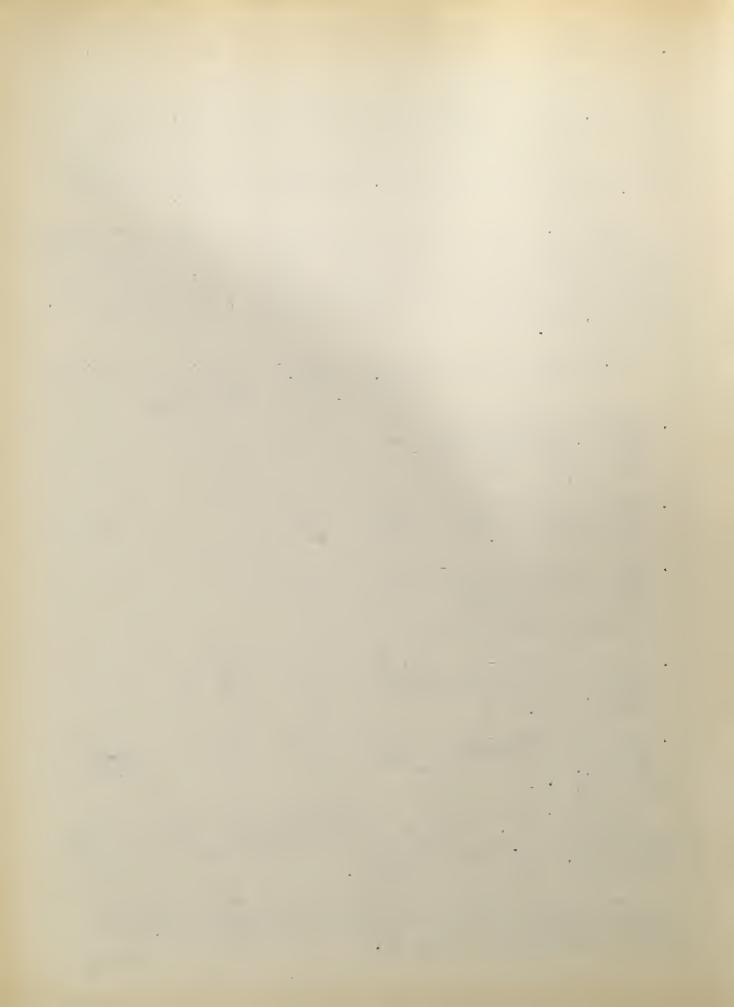
This Foint.

- l. subject matter as center () 10 logical, complete development, child of in picture at all. Fixed course of study.
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 ther modified by adapta- (25)
 tion to recal appeals
 and other active
 approaches for the child.
- 4. Obile as center bat 1 50 definite aims for society 1 50 100 40 35 6,500 nealth, forth, nome membership, atc.
- 5. Third as center but (25 10 10 no restraints teacher (25 50 5 15 750 750 750)

 Total Gradit.

Since Mr. Bosoity would have education heat all the life needs of the child, stimulate all his activities, and use that they include a range as wide as that of life lived worthily among his fellows, he is given a credit of 90 points under class $_{1/4}$, by for theory, and 40 for practice.

because of his stross upon the activity analysis with its tendency toward following conditions as they are rather than setting up definite aims for things as they should be, he is given 15 credits under class 75.



thautor KI. .

Final summary.

The conception of the child and his present his and interests the all important factors in advection has been greatly enriched and infinitely expended in scope since the days of the educational prophet Rousselu. Often inconsistent, confuerd, unsocial, and even petty Rousseau yet deserves great creat heceuse of his service in formulating these epoch making conceptions in education.

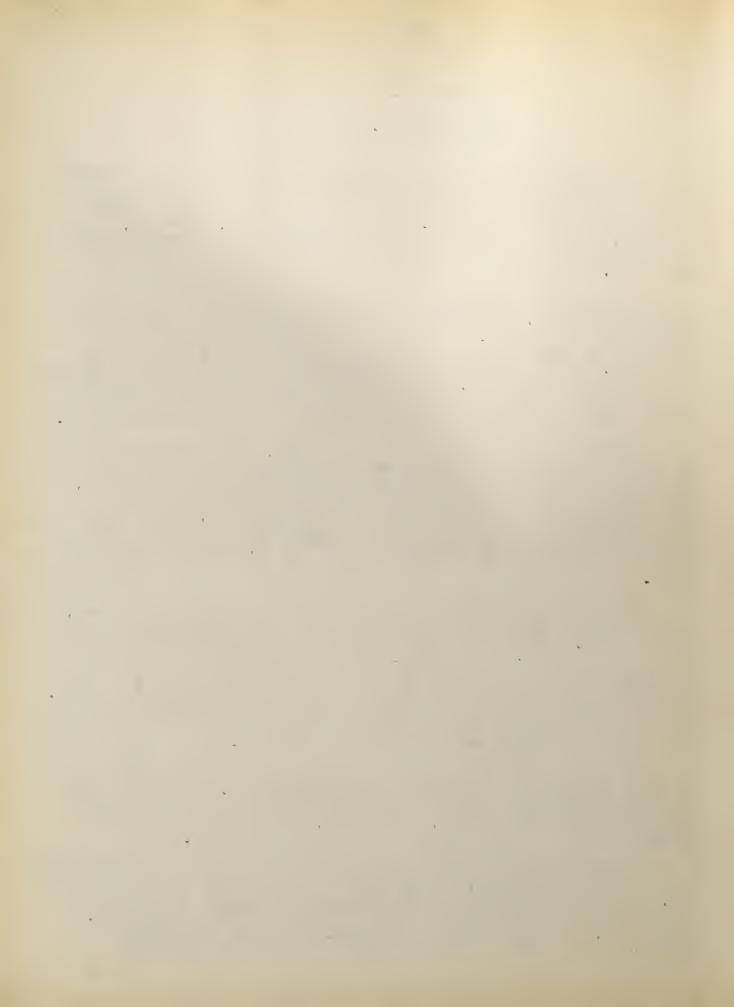
Of a very lift exent character and educational insight was the gentle Pestalozzi. We struggled manfully to apply the principles enunciated by Rousselu. In doing so he because environed of the necessity of studying the psychological nature and capacities of the child. Thus he laid great stress upon the sense and observation as the tool. If lowering, as well passionately fond of the child and devoted himself to his aducation as a means of enabling him to fill the most worthful place in society of which he was suppose.

Imperfict is his raculty of shology was, ansystematic and even inconsistint as he was in method often slipping back into the old conception of the paramount importance of subject nature, and faulty us he was in his conception of educate in a present in for adult rath rath matching the natural natural life, Pestaloggi yet by his love for the child and his insistence upon the importance of sanse parception and observation, randoms a gract serfice to the child and he said to his capacities and needs.

Under the loving Proebel with his mystical, deeply religious, yet seeking and exploring aind, the lift is child commenced to come into his own. Based is his education was upon the principle of the stand intuition, - he yet resched in his conception of the absolute necessity of belf activity of the stand principle, which is today basic, because of his realization of the importance of self activity he incisted upon the aductive value of note and manual training thus introducing them into the school curriculum.

The kindergarten was the new type of mehood value he intolated in order to earry out his educational convictions. Subolical and adult as his mathods with his 'gifts' and 'occupations' are, the principles of self activity, erroritivity, and initiative are of tremendous significance in the education of the child.

Light, a stage of a staght assurding to proper introduced to the light, as the control of a stages and so the stages of the stag



mathods and made a mathe of smilabin, on all of the shild, presamply with the chief emphasis upon preparation for adult life.

As insisted that the interests of the children taken into account, yet not a selected few, but those having to do with all silve of life. Yet he believed that aducted a phoule take account of the age and development of the child. He worked out something which resimbled the culture speek theory.

anthal he half that character was the chief and of education. A character enriched and ennohied by acquait need with the best and highest in literature and history.

The greatest service which Horace Mann rendered the cause of the child and an education in which he was the central figure, was in his work as decretary of the Massachusetts Board of Education. He organized, unified, and popularized the public school system, providing for good school building and equipment and training teachers, as well as establishing libraries. Igniest bitter opposition he built up the first reality efficient system of public school education and entranched it finally in the interests of the people.

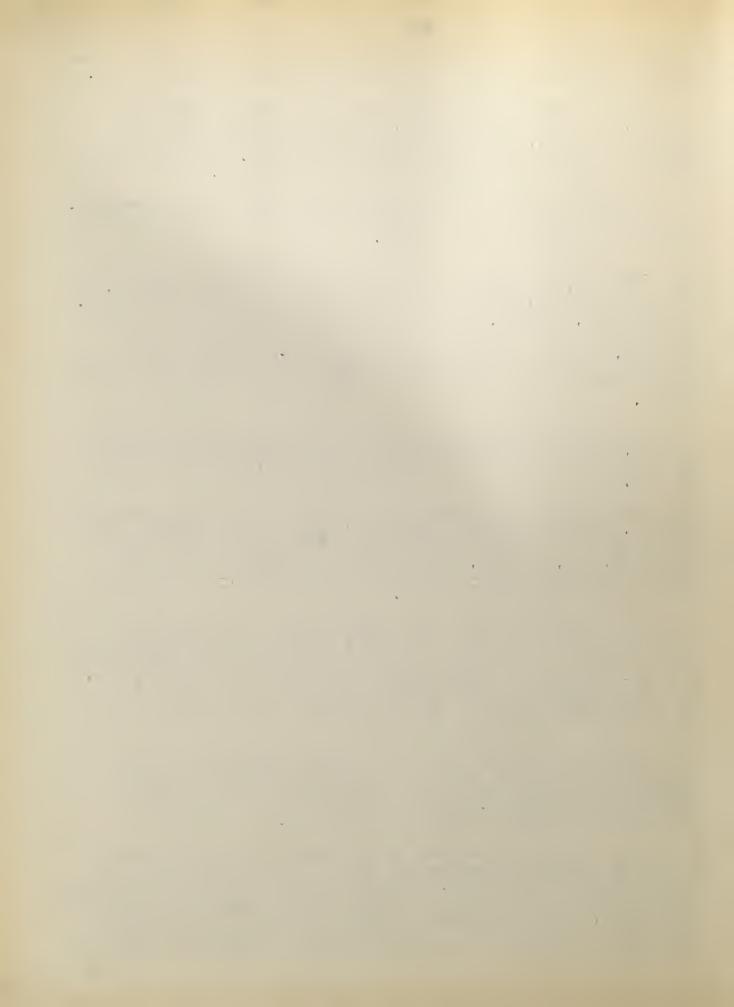
ha was intelligant and informed with regard to educational methods, spending time abroad studying the most approved methods, and writing copiously in his famous 'Reports' dencerning these matures.

One of the foremost pupils of the great Herbart was Charles Legand. He accepted his predecessor's valuation of subject natter as well as his insistence upon a psychological foundation for education. He, however, arrived at a much clearer and soundar educational psychology, - a factional psychology, - as well as a more concise and correct method.

He is crystal clear in his delination of the stages of learning and esthods adapted to them. He has a remarkable goof the working of the mind in building up general from individual notions, and then in applying these notions to particular cases. As held to the functional view of subject matter as related to the child and probably to the view that it should minister to the present life interests of the child.

For his insistance upon the child and his present life interests as the chief daterminers in educational theory and practice at a time when he stood practical, alone in these conceptions, Francis W. Tarker deserves one of the foremost places in the history of American education.

Like the great Pestalozzi he insisted upon studying the child and then experimenting and verking out subject matter and methods that would fit him. His to ching was governed by these conceptions even when he had a very limited training and experience. he studied, read, and travelled until he finally became fully acquainted with equational methods which accepted the child and his self activity as the important factors in education, and until



he had rendered a lasting service to the institution of schools governed by these conceptions.

The life and growth of the child are the all important considerations of John Dewey. The present, active, expanding life which yet has a natural interest in adult activities. The school should not be a hot house affair divorced from the streams of life. Rather it should take its one from the natural activities and interests of the child, and provide him an environment which will foster his best and most inclusive interests, and fit him for participation in the present as well as future social life.

The child's purposeful activities should be collisted by the use of the project method which would allow him freedom from strict discipline to work out his own aims and purposes which are yet carefully guided by the teacher.

The contributions to the doctrine of interest of the other modern educators priefly studied above have not been inconsiderable. James F. Hosic, and Sara A. Chase accept the project method as the means of providing the child the opportunity to exercise and expend all his capacities to the fullest possible extent. The project is carefully defined, different types are recommended to utilize and train different capacities, the implications of teaching by this method are stated and possible applications are pointed out.

Allsworth Collings has rendered the valuable service of carrying out an experiment with two schools the subject natter of the of which was traditional, and of the other based upon the principles of the project method. His conclusions showed the superiority of the project method with regard to: acquisition of common facts and skills, attitudes of the boys and girls, attitudes of their parents toward the school, change of conduct in boys and girls, and change of conduct in their parents.

The conception of a changing education reeded in a changing society is reached by William H. Kilpatrick. An education which calls for purposeful activity of the child leading him to participate creatively in the worthful enterprises of society. An education which rejects the traditional use of subject matter and insists upon its having intrinsic value ministering to the life needs of the child. Also an education which uses the project method.

McMarry with derbart and Decarno stresses the great importance of subject nature in the education of the child. He. however, prizes it only for its value to the child and his immediate interests. Take his great predecessors, he stresses the psychological basis of education, reaching, however, a sounder functional psychology. He recognizes the educational implications of the mind in its concept building activities as well at its tendency to constantly correlate and unify knowledge.

Along with Devey and kilpstrick, Franklin Bobbitt conceives of life and growth of the child as of utmost importance in education. He criticizes the subject matter enthralled education



and uses the activity unlights as a mans of determining proper subject matter and nethod.

There are other great educators whose nomes might well have been included in this necessarily incomplete study of the distory of the possibly been given, together with their next important contributions, to make it elements due tors must hence forth make the child and his immediate interests, then include adulty activities, the very center of their systems. As physical playery has practically ceased, so the mental slavery of the child to dead subject mather nust be stamped out completely and he must be released to a life of the opportunity to develop continuously.

In conclusion a comparison of the linel ratings of these educators may be of interest and value.

Jean Jacques Rousseau	3975
Johann Heinrich Pestalozzi	4975
Horace Llann	5175
Friedrich Prosbel	5475
Johann Friedrich Herbart	5875
Thurles De Jarmo	7500
Francis Wayland Parker	8750
Franklin Boobitt	9250
William head Kilpatrick	9500
Charles Mellurry	9500
Hosic and Jhase	9500
Allsworth Collings	10000
John Daway	10000



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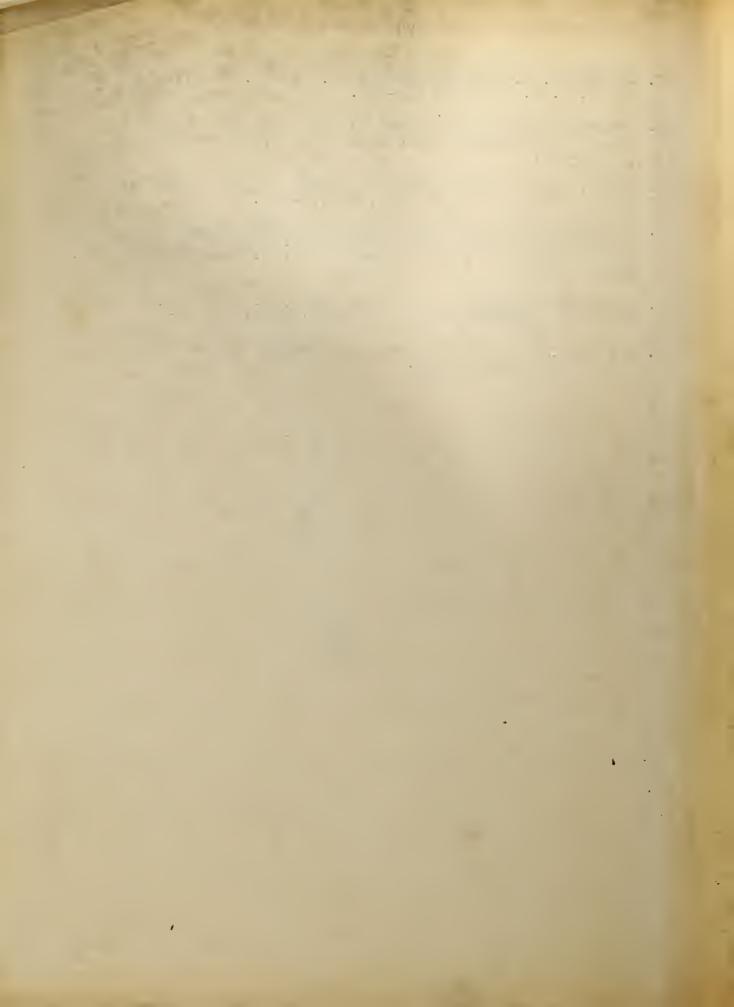
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